DOCUMENT RESUME

ED 099 941 CS 500 936

AUTHOR	Heun, Richard E.; Heun, Linda
TITLE	Learning Communication Skills: Individualized Instruction.
INSTITUTION	Northeast Missouri State Univ., Kirksville.
PUB DATE	Aug 74
NOTE	200p.
EDRS PRICE	MF-$0.75 HC-$9.00 PLUS POSTAGE
DESCRIPTORS	Communication (Thought Transfer); Curriculum Guides; Higher Education; *Individualized Curriculum; *Speech Curriculum; *Speech Instruction; Student Centered Curriculum

ABSTRACT

This curriculum was designed for a beginning speech course using the individualized instruction approach. The orientation chapter discusses the approach rationale, the characteristics of individualized instruction, structure, materials, grading, procedures, and course mechanics. Five units have been developed, each focusing on a different aspect of communication: (1) Problem Solving through Discussion; (2) Changing Attitudes and Behaviors; (3) The Process of Communication; (4) The Responding Communicator; and (5) The Originating Communicator. Each unit contains goals and specific objectives as well as a list of definitions and tests for measuring achievement. (TS)

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LEARNING
COMMUNICATION
SKILLS

LL 170
INDIVIDUALIZED INSTRUCTION

CS 500 936

LL170

STUDENT INFORMATION FORM

(Remove, complete, and turn in during first class session)

Section ________

Name ______________________

Social Security No. ________________

Sex _________

Age ___________

Married? ___________

Classification (Fr., Soph., Jr. Sr.) __________

Local Address ______________________________

Local Phone ______________

Home Address ___________________

____

Major _______________

Minor ________________

Probable Vocation _________________

Advisor ___________________

Campus Activities(Organizations, Sports, etc.) _________________

____

High School ________________________

No. of students in graduating class _______________

High School Speech Courses __________________________________

____

High School Speech Extra--curricular Activities(Drama, Debate, Individual Events, etc.) ____

____

Have you ever participated in independent study work before? Please Specify. (Independent studies, individualized instruction, etc.)

____

____

LL 170

Dr. L. Heun
Dr. R. Heun

COURSE ORIENTATION

Rationale

Why does this college and many other colleges require the beginning Speech course? Because, being able to communicate effectively with other people is extremely vital. Many of you will have only one opportunity to work specifically on these important skills--LL 170, which is completely concerned with communication skills.

This course in communication has been developed with you in mind. It is designed to help you meet your needs for communication skills in your current personal, academic, and social lives and also your future needs for improved communication in your chosen profession. What is crucial is to attain competency in these skills of communication by the most efficient available methods of learning.

But people are different in both what they have already learned and how they learn. Some of you have already developed certain of your communication skills through previous classes or experiences, while others have developed other skills. Also, people learn in different ways. Here are some of the ways that another person taking this course might learn differently than you do.

1. People learn best at different rates (some more quickly and some more slowly).

2. People learn best at different times of day and night.

3. People learn best in different ways (some learn best by reading, some by hearing, some by direct experience).

4. People learn better from some kinds of teachers and not as well from other kinds.

5. People need different amounts of learning to accomplish similar levels of competency.

Because of the great importance of communication skills for your living and your differences in how you learn, we've chosen an Individualized Instruction approach for this class.

This is a new, experimental approach to learning. It has been tested in courses such as Psychology and History and has been found to lead to more efficient and more personal learning experiences.

Here are some of the characteristics of the Individualized Instruction approach that go beyond regular instruction:

1. You can learn at your own pace (rather than the teacher's).

2. You can choose your learning time.

3. You will have your choice of media for learning.

4. You will have the opportunity to learn from different instructors.

5. You will be able to have as much learning material as needed to develop your abilities.

6. You can avoid relearning material you already know.

7. You can test out of material you already know.

8. You will have more opportunity to work individually with your instructors.

9. You will know exactly what you will be tested on (eliminate your guessing and wasted effort).

10. You can take the tests when you are ready to.

11. You will most probably be able to get whatever grade you want from this course.

Orientation to the Course Structure

The content of this course is communication, the overall course goal is to assist you in improving your communication skills. Five units have been developed--each of which focuses on a different aspect of communication. The units are structured to assist you in attaining the course goals at the pace and with the materials best suited to your individual learning needs. The knowledge and skills which make up each unit are organized by objectives.

Each Unit is composed of Unit Goals which are the general objectives of that unit.

Specific Objectives specify the unit goals and are stated in terms of what you will be asked to do to show your attainment of the stated unit goal.

You are guided in learning the Specific Objectives by the Learning Guidelines and Materials. Each learning guideline asks a question. Your learning of all of the Learning Guidelines will enable you to accomplish complete competency in the Specific Objectives and, therefore, the Unit Goals.

Below the Learning Guidelines are suggestions to "Do", "Read", "Listen", or "View" something in order to be able to answer (or do) the Learning Guidelines if you don't already have that skill.

The Learning Materials include books, articles, cassette tapes, and activities (the location of materials is specified in each unit), For many Learning Guidelines there is a choice of sources to use. You are encouraged to use the type of materials which best facilitates your learning.

Here is an overview of how you can improve your communication skills through individualized instruction.

1. Take the Unit Test over all Specific Objectives for Unit I.

2. Have the test graded by one of the three instructors.
   Your correct answers will indicate which specific objectives you have already learned from your personal reading, previous courses, life experiences, etc. You will not be retested over these objectives. The not-yet-correct answers indicate which specific objectives you haven't yet completely learned. You will need to study those and then be retested.
   If you pass all objectives(showing attainment of the unit goals), you have completed Unit I, deserve a celebration of your choice, and may begin Unit II. If you do not pass all objectives, you will be given a unit booklet for Unit I, containing Definitions, Learning Guidelines and Materials, and Self-Check Tests, which will assist you in attaining the not-yet-correct specific objectives.

Note: **(The first two steps are called 'pretesting' and may be omitted.)**

3. Choose and locate appropriate learning materials for the not-yet-correct specific objectives.

4. Do those learning materials.

5. Can you now answer(or do) the question in the Learning Guideline?
   If not, choose other learning materials and do those.

6. If you can answer(or do) the Learning Guidelines, take the Self-Check test.

7. Check the Self-Check test. Answers which may not be found in the Learning Materials are given at the end of the self-check test. For answers which are the description of a personal experience, check the answer with others working on the course. If you miss some, recheck notes, Learning Materials, or consult with a proctor, a friend taking the course, or an instructor.

8. If all Self-Check Test answers are correct, go to Nason 300 and retake the unit test over those objectives(or sets of objectives) which you missed on the first testing. This test will be essentially the same as the first test you took. As you consider specific communication events, questions will be changed to give you an opportunity to express your competency in another application.

9. An instructor will check your answers in Nason 300. If you have successfully attained all remaining specific objectives, reflected by your passing the test, you have then completed Unit I, deserve a celebration of your choice, and may begin Unit II. This nine-step process will be repeated for each unit.
   If you miss some objectives, an instructor will help you with your difficulties in learning. You will continue taking a form of Unit I test until you reveal competency in all specific objectives. After attaining all specific objectives for Unit I, you may begin Unit II.

Grading

When you pass all of the objectives for the first three Units, you will have earned a grade of C in this course.

When you choose and complete one of the following four options (after completing the first three Units), you will have earned a B in this course.

When you choose and complete two of the following four options (after completing the first three Units), you will have earned an A in this course.

Four Options:

1. Pass all of the objectives for Unit IV
2. Pass all of the objectives for Unit V
3. Do an independent communication project
4. Tutor another student (to be assigned by an instructor).

As this course is based on the assumption that students need different amounts of time to achieve competency, you will have the option of requesting an incomplete if you have not been able to achieve the level of competency you have set for yourself. However, you will be asked to give evidence that you have been working in order to be eligible for an incomplete.

Attendance

As this course is based on the assumption that different learners function better academically at different times of the day, you will not be asked to maintain class attendance at your regularly-scheduled period for the entire semester. However, based on many suggestions from former students and our own experience, it is very important that you fully understand the course procedures and have a good start on your learning before setting out on your own. Therefore, when you have completely attained the objectives for Unit I; you may test and work with the instructors any time during the expanded schedule which will be handed out in class.

Until you completely achieve the objectives for Unit I, you will attend each of your regularly-scheduled class sessions and, (1) test over Unit I (when you are ready), (2) work with an instructor, (3) work with other students, or (4) study on your own with learning materials--whichever option is more appropriate for your learning each class session.

Testing Hours and Procedures

Until completing Unit I, you will test only during your regularly scheduled class period. When you finish taking a Unit I test during your class period, give it to the instructor. If time permits and no other classmates are working with the instructor, your test will be graded immediately. Most likely, you will be asked to pick it up at the next scheduled office hour.

After completing Unit I, you may test during any of the hours on the printed schedule. When you are ready to test over any Unit or option, come to Nason 300. You will be provided with materials and a place to work. When you have finished with a test, leave it with an instructor. Return to Nason 300 at the next scheduled office hour to examine the graded test. An instructor will be available for consultation at this time.

Individual Study and Pacing

After you complete Unit I, you will be in control of our learning for this course We would like to suggest several strategies which former students and our experienc have proven helpful in individualized learning:

1. Stick with the suggested steps for learning presented on p. 3 of this Course Orientation.
2. Study with other students - helps with reading, checking self-check tests, discussing material, etc. etc. (If you don't know other students in the course, an instructor will assist you in getting into a study group)
3. Use scheduled office hours to work with instructors if there are any questions about tests, learning materials, course procedures, etc.
4. Keep yourself on a somewhat regularly paced schedule. We will distribute a suggested pacing (attached to the printed testing and office hour schedule). It recommends completion dates for each unit for grades of C, B, or A. Don't fall way behind! It is helpful to transfer these "deadlines" to your room calendar and your Units.

COURSE MECHANICS

A. Daily Schedule

The schedule of expanded testing hours (for use after passing Unit I) and the instructors' office hours will be passed out in class. If these hours present problems for you, see an instructor right away.

B. Withdrawals

If you feel this mode of learning is not your thing, you may choose to withdraw, but do it early. Don't waste weeks of your time. Be sure to check your Semester Schedule Booklet for the last days to drop a course and add a new one and to drop a course without receiving an F.

C. Announcements

Announcements that need to be made to you will be posted on a bulletin board outside Nason 300. Be sure to check for these announcements every week or so.

D. Course Progress Chart

In Nason 300 where you will come to take all Unit Tests you will find a large chart indicating the progress of each student. Each time you successfully complete a unit, your achievement will be indicated by placing a marker under the unit you have just completed. By viewing this chart you will be able to compare your progress with that of other students and also check at what pace you are accomplishing unit objectives.

E. Personal Progress Charts

Following this Course Orientation is an overall achievement form on which you can keep a record of your progress in the course. Also, preceding each of the Units is an individual achievement form for that Unit on which you can record those objectives learned as you pass them.

GOOD LUCK IN YOUR LEARNING!!!

Name ______________

Section ____________

Soc. Sec. No. ____________

COURSE ACHIEVEMENT FORM

Completion Date

Unit I

A	B	C	D	E	F	____________

Unit II

A	B	C	D	E	____________

Unit III

A	B	C	D	E	F	____________

Unit IV

A	B	C	D	E	F	____________

Unit V

A	B	C	D	E	____________

Independent Project

Description:	____________

Tutoring

	____________

Final Grade ____________

UNIT I

THE PROCESS OF COMMUNICATIONS

UNIT GOALS:-

After completing this unit, you will be able:

A. to understand the basic elements of the communication process

B. to understand that meanings are in people

C. to interpret basic nonverbal symbols and understand their function in human communication

D. to understand that how people see themselves influences their communication

E. to understand basic types of communication barriers

F. to apply your basic understandings of human communication to a real-life situation.

INTRODUCTION:

Communication is an exciting, dynamic process which provides the more frequent vehicle for human interaction. Every day we realize more and more the personal and national need to communicate more accurately and more fully with others. And yet, this heightened awareness of the need for better communications is also bringing us face to face with our communication limitations.

First of all, we take for granted that 'once it's said, it's understood.' We have all heard many times (or perhaps have said ourselves), "But I distinctly told him to . . ." or "But he clearly said that he wanted me to . . ." Experience will confirm how many "clearly stated" messages were misunderstood and how many well-intentioned messages led to misunderstandings.

Secondly, we are barraged with so much communication that we have developed the ability to 'tune out' unwanted messages. Sometimes we don't listen or understand as well as needed.

What happens when people communicate? What leads to the great potential for inaccurate and insensitive communication? Some experts suggest that most communication barriers are due to man's inevitable basic differences. Others say that we are careless with our use of language or insensitive to how listeners will process our messages. Yet others suggest that we are now aware of the many nonverbal cues which help us to understand how a message was meant. Most likely, these are only several of the reasons why there is so much ineffective communication.

This unit will assist you in learning basic communication concept areas, as a first step in improving your communication. You will consider the process of communication itself, meaning, verbal and nonverbal cues as keys to accurate communication, the relationships between how people see themselves and communication, and some basic barriers to effective communication.

Applying the reasoning from the Course Description, here is what is happening in Unit I. The Unit is composed of six Unit Goals and these Unit Goals are composed of Learning Guidelines. Your learning of all of the Learning Guidelines will enable you to accomplish complete competency in the Unit Goals and the Unit. Your understanding of the indicated Learning Materials will enable you to learn the Learning Guidelines you haven't already learned, so that by the completion of Unit I you will be tested by a Unit Test, indicated by the Specific Objectives for the six Unit Goals.

Here is how you can improve your understanding of "The Communication Process" through individualized instruction:

1. Take the Unit Test of all Learning Guidelines for Unit I. (You may do this as a pre-test or study the material first.) (Your correct answers will indicate which Learning Guidelines you have already learned from your personal reading, previous courses, life experiences, etc.; the not-yet-correct answers indicate which Learning Guidelines you haven't yet learned completely.)

2. Choose and locate one set of the Learning Materials for the not-yet-correct Learning Guidelines.

3. Do those Learning Materials (Note-taking space is provided after each Learning Guideline for your notes)

4. Can you answer the question(s) in the Learning Guidelines? (If not choose another set of the Learning Materials)

5. If you can answer the question, take the Self Check Test for the not-yet-learned Learning Guidelines--The self-check tests include 1) samples from the Unit Test, and 2) questions which check your learning of the material in the Learning Guidelines.

6. Check the Self Check Test (answers following the test) (If you miss some: recheck notes, or Learning Materials, or consult with your proctor, instructor, or a friend taking this course)

7. If all Self Check test answers are correct, see your instructor and retake the Unit Test for the Guidelines not-yet-correct.

8. Your instructor or proctor will check your answers. (If you miss some answers, your instructor will help you with your difficulties in learning.) If you successfully attain all remaining Learning Guidelines, you have accomplished competency in Unit I, deserve a celebration of your choice and may begin Unit II.

DEFINITIONS:

Communication	Calling up meaning in others, accomplished through the use of symbols.
Communication Barrier	Anything that inhibits or blocks effective communication. (a breakdown is an actual communication failure.)
Communication Channel	The means by which messages are sent and received between communicators. Available channels correspond to the human senses. For example, sound is received by the sense of hearing.
Communication Context	The circumstances in which a given communication event takes place (e.g. the occasion, place, setting, situation, and time in which communication occurs.)
Communication Model	A representation of the process of communication, showing the elements involved and their relationships.
Connotative Meaning	The feelings and attitudes associated with a symbol (affective meaning) as decoded by people.
Decoding	The process of taking the stimuli that have been received and interpreting them--getting meaning from a message.
Denotative Meaning	All of the objects, events, or instances (referents) to which a word points or refers (cognitive meaning) as decoded by people.
Encoding	The process of translating an already conceived idea into a message appropriate for sending.
Feedback	The messages sent by the responding communicator to the originating communicator as a response to the original message sent.
Frame of reference	An individual's unique set of interrelated attitudes (at the center of which are his self-perceptions) which influence his perception of and meaning for symbols.
Ideation	The conscious, or unconscious, processing of a message after it has been decoded and before a response is encoded. Evaluation is the most common type of ideation.
Language	Any set or system of symbols, used in a more or less uniform way by the members of a community.
Meaning	The entire set of denotative and connotative reactions evoked by a symbol.
Message	The communicated symbols which stand for the meaning intended by the communicator.
Noise	Distracting stimuli which can occur anywhere in the communication process.
Nonverbal Message	All communication which is not accomplished through the use of verbal symbols. For example, facial expressions and gestures.

Pseudo-Communication	Failure to apprehend accurately the meanings of a communication of another person usually without knowing it happened.
Self-Concept	The awareness of one's own being and functioning (e.g. how we see ourselves)
Symbol	Anything that is intentionally used to stand for or represent something else. The major kinds of symbols are words, facial expressions, and gestures.

UNIT GOAL A:

To understand the basic elements of the communication process.

SPECIFIC OBJECTIVES - A:

You will be able to, in writing:

1. State a definition of communication.
2. Answer three multiple choice questions concerning the elements of the communication process.

   --where specified, write the reason, guideline, or principle which led you to choose the answer you did. (By knowing the general principles, reasons, etc. you will be better able to transfer the learning to your own communication.)

3. Draw a model of the process of communication (showing movement by arrows) including the factors listed below: (This model may be a reproduction of a model studies or an original)

   Decoding
   Message
   Feedback
   Communicators
   Channel
   Noise
   Encoding
   Ideation
   Communicators' frame of reference

4. a. State a definition of communication context.
   b. State one specific example of how communication context could effect the communication process.
5. a. Write a description of a personally-experienced example of communication by 'following it through' each step of your model.
   b. State, in a sentence or two, the influence of communication context in your example.

EVALUATION CRITERION:

Because of the great importance of improving communication, all of the questions must be answered correctly. Those multiple choice questions which ask you to write a reason, guideline, or principle must have that statement correct, in addition to the answer, to be considered correct.

LEARNING GUIDELINES AND MATERIALS:

For Learning S.O. 1
1. Do you know a definition of Communication?

   read: Unit I, Definitions, p. 3

OR

   read: Selected Readings, Reading #I-1, p. 2 (Lib. reserve)

OR

read: McCroskey, et al An Introduction to Interpersonal Communication, p. 2 (Lib. reserve)

For Learning S.O. 2,3
2. Do you know what 'encoding' is and how it relates to the communication process?

read: Unit I, Definitions, p. 3

AND

read: Selected Readings, Reading #I-1, pp. 5-7 (Lib. reserve)

AND

read: McCroskey, p. 4 (Lib. reserve)

For Learning S.O. 2,3
3. Do you know what 'message' is and how it functions in the communication process? Can you identify examples of it?

read: Unit I, Definitions, p. 3

AND

read: Selected Readings, Reading #I-1, pp. 4-7 (Lib. reserve)

AND

read: McCroskey, p. 4 (Lib. reserve)

For Learning S.O. 2,3
4. Do you know what 'channel' is and how it relates to the communication process?

read: Unit I, Definitions, p. 3

AND

read: Selected Readings, Reading #I-1, pp. 4-7 (Lib. reserve)

AND

read: McCroskey, pp. 5, 25 (Lib. reserve)

For Learning S.O. 2,3
5. Do you know what an individual's 'frame of reference' is and how it functions in the communication process?

read: Unit I, Definitions, p. 3

AND

read: Selected Readings, Reading #I-1, pp. 5-7 (Lib. reserve)

AND

read: Selected Readings, Reading #I-2 pp. 11-14 (Lib. reserve)

For Learning S.O. 2,3
6. Do you know what 'decoding' is and how it relates to the communication process?

read: Unit I, Definitions, p. 3

AND

read: Selected Readings, Reading #I-1, pp. 5-7 (Lib. reserve)

AND

read: McCroskey, pp. 8, 10-11 (Lib. reserve)

For Learning S.O. 23
7. Do you know what 'feedback' is and how it functions in the communication process?

read: Unit I, Definitions, p. 3

AND

read: Selected Readings, Reading #I-1, pp. 5-7 (Lib. reserve)

AND

read: Keltner, Interpersonal Speech-Communication, Chap. 5 (Lib. reserve)

AND

read: McCroskey, pp. 9-10 (Lib. reserve)

For Learning S.O. 2,3
8. Do you know what 'ideation' is and how it functions in the communication process?

read: Unit I, Definitions, p. 3

AND

read: Selected Readings, Reading #I-1, p. 5-7 (Lib. reserve)

For Learning S.O. 2,3
9. Do you know what 'noise' is and how it relates to the communication process?

read: Unit I, Definitions, p. 3

AND

read: Selected Readings, Reading #I-1, pp. 5-7 (Lib. reserve)

AND

read: McCroskey, p. 9, 27-28 (Lib. reserve)

For Learning, S.O. 3
10. Do you know what a model is and why it is useful in understanding communication?

read: Selected Readings, Reading #I-1, p. 4 (Lib. reserve)

AND

read: McCroskey, p. 4 (Lib. reserve)

AND

read: Keltner, pp. 16-17 (Lib. reserve)

For Learning S.O. 3,5

11. Do you know how the basic elements involved in the process of communication function together?

read: Selected Readings, Readings #I-1, pp. 6-7 (Lib. reserve)

AND

read: McCroskey, pp. 5-14 (Lib. reserve)

AND

read: Keltner, pp. 16-20 (Lib. reserve)

AND

read: Barker, Listening Behavior, pp. 18-40 (Lib. reserve)

For Learning S.O. 3

12. Can you draw a model of communication containing the basic elements studied?

review: Reconsider the various models referred to in learning Guideline A-11. Examine how each attempts to 'picture' what is involved when two people communicate. . . . Take a blank piece of paper and try drawing your own model. Try: combining other models, color coding, etc. When your model is completed, show it to someone else and see if he understands it as you intended.

For Learning S.O. 4

13. Do you know what communication context is and how it influences the communication process?

read: Unit I, Definitions, p. 3

AND

read: Selected Readings, Reading #I-1, pp. 8-9 (Lib. reserve)

For Learning S.O. 5

14. Given a model of communication, can you describe a personally-experienced communication situation by 'following it through' each step of the model?

do: Isolate a simple communication experience you have had today consisting of a message and a response to that message. Try to explain what happened using each of the models referred to in Learning Guideline A-11 and the original model you prepared for Learning Guideline A-12. Write out the explanation. Make sure you comment on each factor identified in the model and that you are showing the relationship between the factors in your explanations. Let someone else read your description. Ask them if your description communicates as you intended it. If not, work to improve your description.

SELF CHECK TEST A:

1. Write a definition of 'communication' ____________________

____

____________________ (Tests A-1 Learning Guideline)

2. Write a definition of 'encoding' ____________________

____________________ (tests A-2 Learning Guideline)

3. Write a definition of 'message' ____________________

____________________ (tests A-3 Learning Guideline)

4. Which of the following channels cannot be used for sending messages?
   A. Seeing
   B. Hearing
   C. Touching
   D. Smelling
   E. All of the above can be used

   The principle which led me to choose the answer I did is: ____________________

   ____________________ (tests A-4 Learning Guideline)

5. Write a definition of 'noise' ____________________

____

____________________ (tests A-9 Learning Guideline)

6. Write a definition of 'frame of reference' ____________________

____

____________________ (tests A-5 Learning Guideline)

7. Write a definition of 'decoding' ____________________

____________________ (tests A-6 Learning Guideline)

8. Write a definition of 'feedback' ____________________

____________________ (tests A-7 Learning Guideline)

9. Write a definition of 'ideation' ____________________

____________________ (tests A-8 Learning Guideline)

10. List five reasons why models are useful in understanding communication.

    (1)
    (2)
    (3)
    (4)
    (5)

(tests A-10 Learning Guideline)

Answer to Multiple Choice question:

4. E

Principle: All of the five senses are available communication channels
Check your definitions with: Definitions, Unit I, p. 3 (You may use your own wording)

UNIT GOAL B:

To understand that meanings are in people

SPECIFIC OBJECTIVES - B:

You will be able to, in writing:

1. State a definition of meaning, indicating its two main parts.
2. State a definition of 'accurate communication.'
3. State a definition of 'symbol.'
4. Answer two multiple choice questions concerning meanings being in people rather than symbols.
5. Answer three multiple choice questions concerning connotative meaning, denotative meaning, and abstractness of symbols.

   --For specified questions, write the reason, guideline, or principle which led you to choose the answer you did. (By knowing the general principle, reasons, etc. you will be better able to transfer the learning to your own communication.)

6. a. State one sentence for which you and another specified real person (ex. your mother) would get a different meaning.
   b. In a sentence or two, explain specifically why the meaning would be different.
   c. In a sentence or two, explain how the different meanings might be made more similar.

EVALUATION CRITERION:

Because of the great importance of improving communication, all of the questions must be answered correctly. Those multiple choice questions which ask you to write a reason, guideline, or principle must have that statement correct, in addition to the answer, to be considered correct.

LEARNING GUIDELINES AND MATERIALS:

For Learning S.O. 1
1. Do you know how to define "meaning" specifying its two main parts?

read: Unit I, Definitions, p. 3

AND

read: Selected Readings, Reading #I-1, p. 3 (Lib. reserve)

AND

read: Fabun, Communication: The Transfer of Meaning, pp. 25-31. (Lib. reserve)

For Learning S.O. 2
2. Do you know a definition of 'accurate communication'.

read: McCroskey, pp. 16-21 (Lib. reserve)

AND

read: Selected Readings, Reading #I-1, p. 3 (Lib. reserve)

For Learning S.O. 3
3. Do you know what 'symbols' are? Can you identify examples of symbols?

read: Unit I, Definitions, p. 3

AND

read: Selected Readings, Reading #I-1, pp. 1-2 (Lib. reserve)

OR

read: Keltner, pp. 77-79 (Lib. reserve)

AND

read: Fabun, Communication: The Transfer of Meaning, pp. 15-19 (Lib. reserve)

For Learning S.O. 4
4. Do you know that meanings are within people?

read: Keltner, Interpersonal Speech-Communication, pp. 66-69 (Lib. reserve)

For Learning S.O. 4
5. Do you know that communication is increasingly accurate when the senders and receivers' meanings are increasingly alike?

read: McCroskey, pp. 16-21 (Lib. reserve)

AND

read: Selected Readings, Reading #I-1, pp. 3-4 (Lib. reserve)

For Learning S.O. 5
6. Do you know what the denotative meaning of a word is and how it affects meaning in communication? Can you identify examples of denotative meaning?

read: Selected Readings, Reading #I-1, p. 3 (Lib. reserve)

AND

read: Selected Readings, Reading #I-3, pp. 7-8 (Lib. reserve)

For Learning S.O. 5

7. Do you know what the connotative meaning of a word is and how it affects meaning in communication? Can you differentiate connotation and denotation? Can you identify examples of denotative meaning?

read: Selected Readings, Reading #I-1, p. 3 (Lib. reserve)

OR

read: Selected Readings, Reading #I-3, pp. 8-9 (Lib. reserve)

For Learning S.O. 5

8. Do you know how the abstractness vs. concreteness of words affects accurate communication? Can you differentiate between examples of abstract and concrete words?

read: Selected Readings, Reading #I-3, p. 9 (Lib. reserve)

AND

read: Fabun, pp. 32-34 (Lib. reserve)

For Learning S.O. 6

9. Do you know why people don't all have the same meaning for a given word? Do you know the implications of this differential meaning for communication?

read: Fabun, pp. 30-31 (Lib. reserve)

AND

read: Selected Readings, Reading #I-1, p. 3-4 (Lib. reserve)

AND

read: Keltner, p. 69 (Lib. reserve)

SELF CHECK TEST B

1. Write a definition of 'meaning', specifying its two main parts.____________

____

__________________________________ (tests B-1 Learning Guideline)

2. Write a definition of 'accurate communication'____________________

____

__________________________________ (tests B-2 Learning Guideline)

3. Write a definition of 'symbol'___________________________________

__________________________________ (tests B-3 Learning Guideline)

4. List two principles regarding meanings of words

   (1)

   (2)

   (tests B-4,5 Learning Guideline)

5. Write a definition of 'denotative meaning'_______________________

__________________________________ (tests B-6 Learning Guideline)

6. Write a definition of 'connotative meaning'______________________

__________________________________ (tests B-7 Learning Guideline)

7. Write a definition of 'concrete words'___________________________

__________________________________ (tests B-8 Learning Guideline)

8. Write a definition of 'abstract words'___________________________

__________________________________ (tests B-8 Learning Guideline)

9. Which statement best describes the distinction between denotation and connotation?
   A. one is clear, the other ambiguous
   B. one is fact, the other opinion
   C. one stands for the referent, the other feelings and attitudes
   D. one is ethical, the other descriptive
   E. one is effective, the other ineffective

   (tests B-6,7 Learning Guideline)

Answer to Multiple Choice question:

9. C

Check definition 1-3,5,6 with: Definitions, Unit I
Check definition 7,8 with: Learning Materials

UNIT GOAL C:

To interpret basic nonverbal symbols and understand their function in human communication.

SPECIFIC OBJECTIVES - C:

You will be able to, in writing:

1. State a definition of nonverbal communication.

2. Answer multiple choice questions as indicated below:

    a. one question on environmental factors as nonverbal messages.
    b. one question on 'personal space' as it relates to communication.
    c. one question on physical appearance as a nonverbal message.
    d. one question on gesture, posture and body movement as a nonverbal message.
    e. one question on facial expression as a nonverbal message.
    f. one question on eye contact as a nonverbal message.
    g. one question on time as a nonverbal message.
    h. one question on color as a nonverbal message.
    i. one question on vocal emphasis as a nonverbal message.

    For specified questions, write the reason, guideline, or principle which led you to choose the answer you did. (By knowing the general principles, reasons, etc. you will be better able to transfer the learning to your own communication.)

3. Given a statement (ex. "Come here"), list two nonverbal messages from specified categories which could give you further information about the meaning of the given statement.

4. Given a picture of two individuals communicating, you will identify at least two nonverbal messages visible in the picture and interpret them in context based on research results.

EVALUATION CRITERION:

Because of the great importance of improving communication, all of the questions must be answered correctly. Those questions which ask you to write a reason, guideline, or principle must have that statement correct, in addition to the answer, to be considered correct.

LEARNING GUIDELINES AND MATERIALS:

For Learning S.O. 1
1. Can you define 'nonverbal message'?

read: Unit I, Definitions, p. 3

AND

read: Selected Readings, Reading #I-5, pp. 1-2 (Lib. reserve)

For Learning S.O. 2a

2. Can you identify three research findings regarding Environmental factors as nonverbal messages? Can you give an example of each?

read: Selected Readings, Reading #I-5, pp. 5-7 (Lib. reserve)

For Learning S.O. 2b

3. Do you know how the concept of 'Personal Space' relates to communication: Can you identify reactions to the invasion of someone's personal space? Can you identify the focal and nonfocal seating positions in small group settings?

read: Selected Readings, Reading #I-5, pp. 7-9 (Lib. reserve)

AND

read: Selected Readings, Reading #I-6, pp. 7-9 (Lib. reserve)

AND

read: Fabun: Communication: The Transfer of Meaning, pp. 23-25 (Lib. reserve)

For Learning S.O. 2c

4. Can you identify three research findings regarding Physical Appearance as a nonverbal message? Do you know the general body types and general stereotyped reactions to them?

read: Selected Readings, Reading, #I-5, pp. 9-11 (Lib. reserve)

AND

read: McCroskey, An Introduction to Interpersonal Communication, pp. 102-105 (Lib. reserve)

For Learning S.O. 2d

5. Can you identify research findings in six areas of study regarding Gesture, Posture and Body Movement as a nonverbal message? Can you give examples of each of the findings?

read: Selected Readings, Reading #I-5, pp. 11-13 (Lib. reserve)

OR

read: Selected Readings, Reading #I-6, pp. 2-3, 5-7 (Lib. reserve)

AND

read: McCroskey, pp. 106-110 (Lib. reserve)

AND

read: Keltner, Interpersonal Speech-Communication, pp. 114-5 (Lib. reserve)

AND

read: Clevenger, The Speech Communication Process, p. 104 (Lib. reserve)

For Learning S.O. 2e

6. Can you identify research findings regarding the universality of Facial Expressions as a nonverbal message?

read: Selected Readings, Reading #I-5, pp. 15-16 (Lib. reserve)

For Learning S.O. 2f

7. Can you identify six uses of Eye Contact as a nonverbal message? Can you identify five uses of the absence of Eye Contact as a nonverbal message?

read: McCroskey, pp. 112-114 (Lib. reserve)

OR

read: Selected Readings, Reading #I-5, pp. 18-20 (Lib. reserve)

For Learning S.O. 2g

8. Can you identify two ways in which our use of Time could influence communication?

read: DeVito, pp. 128-130 (Lib. reserve)

AND

read: Fabun, pp. 21-22 (Lib. reserve)

For Learning S.O. 2h

9. Can you identify 'warm' and 'cool' colors and indicate the corresponding communication climates usually associated with each?

read: DeVito, pp. 130-131 (Lib. reserve)

AND

read: Fabun, pp. 22-23 (Lib. reserve)

10. Do you know how vocal emphasis interacts with verbal messages to give additional cues to the intended meaning?

read: Selected Readings, Reading #I-5, pp. 18-20 (Lib. reserve)

AND

read: McCroskey, pp. 114-116 (Lib. Reserve)

For Learning S.O. 3

11. Do you know how nonverbal messages interact with verbal messages to give additional cues to meaning intended?

read: Selected Readings, Reading I-5, pp. 2-5 (Lib. reserve)

For Learning S.O. 4

12. Can you visually recognize nonverbal messages in pictures communicating situations?

review: Learning Guidelines C, 2-9 and accompanying pictures.

AND

do: Carry a list of major research findings on the interpretation of nonverbals with you for several days and mark off each as you observe it.

If you would like to learn more about nonverbal communication.

Read: Julius Fast, Body Language, 1970 (Lib. reserve)
Read: Bosmajian (ED.) The Rhetoric of Nonverbal Communication, 1971
collection of readings, such as "Music as Symbolic Behavior"
and "Picketing and the Communication of Ideas" (Lib. reserve)

SELF CHECK TEST:

1. Write a definition of 'nonverbal message'______________________________

____ (Tests C-1 Learning Guideline)

2. List three principles (research findings) regarding Environmental Factors as nonverbal communication.

   (1)

   (2)

   (3)

(Tests C-2 Learning Guideline)

3. List three principles (research findings) regarding Personal Space as a nonverbal message.

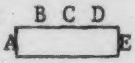
   (1)

   (2)

   (3)

(Tests C-3 Learning Guideline)

4. John is the first group member to arrive at the meeting room. He sits in seat B in the following diagram: Other things being equal, John will most likely:



   A. be the leader
   B. interact most often with C
   C. will be the most active member of the group
   D. stay out of the discussion more than will the person in seat A
   E. enjoy the meeting

   The reason I chose the answer I did is:______________________________

   ______________________________________ (Tests C-3 Learning Guideline)

5. List three principles (research findings) regarding Physical Appearance as a nonverbal message.

   (1)

   (2)

   (3)

(Tests C-4 Learning Guideline)

6. One principle regarding body types as nonverbal messages is______________

   ____

   ______________________________________ (Tests C-4 Learning Guideline)

7. List two body movements which usually indicate a negative attitude (disliking)

(1)

(2)

(Tests C-5 Learning Guideline)

8. List one posture which is usually seen when an individual is talking to someone with high status

(1)

(Tests C-5 Learning Guideline)

9. List three body movements which usually indicate someone who is seeking approval.

(1)

(2)

(3)

(Tests C-5 Learning Guideline)

10. List five ways in which verbal and nonverbal symbols interact.

(1)

(2)

(3)

(4)

(5)

(Tests C-10 Learning Guideline)

Answers to multiple choice questions:

4. D
Principle: Seat B is in a non-focal position at the table, (personal space limits functioning) while seat A is in a focal position and individuals usually choose seats which reflect their tendency to participate.

UNIT GOAL D:

To understand that how people see themselves influences their communication.

SPECIFIC OBJECTIVES - D:

You will be able to, in writing:

1. State a definition of self concept.
2. Express your understanding of the self concept, its development, and its relationship to communication by answering three multiple-choice questions.

   --where specified, write the reason, guideline, or principle which led you to choose the answer you did. (By knowing the general principles, reasons, etc. you will be better able to transfer the learning to your own communication.)

3. Analyze your own self perceptions by comparing a description of yourself with a description made of you by a stranger.
4. Given a general communication situation which you have experienced, evaluate the perceptions operating by:
   - a. stating the self-perceptions of the individuals involved in the communication.
   - b. stating the perceptions each individual in the situation has of the other.
   - c. stating the perceptions each individual in the situation has of how the other perceived him.
   - d. stating the effect of these perceptions on the communication (similarities, perceived similarities, and/or differences)
5. Given a general communication situation which you have experienced.
   - a. state one feeling you have of yourself related to this situation.
   - b. state two specific ways in which the identified self perception could influence your communication in the given situation.

EVALUATION CRITERION:

Because of the great importance of improving communication, all of the questions must be answered correctly. Those multiple-choice questions which ask you to write a reason, guideline, or principle must have that statement correct, in addition to the chosen answer, to be considered correct.

LEARNING GUIDELINES AND MATERIALS

For Learning S.O. 1
1. Do you know a definition of self-concept?

read: Unit I, Definitions, p. 3

AND

read: Keltner, Interpersonal Speech Communication, pp. 44-46 (Lib. reserve)

For Learning S.O. 2
2. Do you understand how the self concept is developed?

read: Keltner, pp. 46-51 (Lib. reserve)

For Learning S.O. 2
3. Do you understand the influence of the self concept on communication?

read: Keltner, pp. 52-62 (Lib. reserve)

For Learning S.O. 3
4. Can you compare and contrast your self perceptions and another's perceptions of you?

read: Keltner, p. 52 (Lib. reserve)

AND

do: You and your roommate each choose (without revealing your choice) a clothes outfit of yours that each feels best represents you. Each of you have in mind why you choose the outfit you did. Then, reveal your choices. Note similarities and differences. Analyze why your roommate saw you as he (she) did. What about you led him (her) to see you as he (she) did?

For Learning S.O. 4
5. Can you identify the perceptions operating in a given communication situation? Can you compare and contrast self-perceptions of an individual with perceptions others have of that individual?

read: Keltner, pp. 50-51 (Lib. reserve)

AND

do: Consider one person with whom you will likely have 'meaningful' communication during the next week. Specify a topic which is often a part of your communication.
Write down on a piece of paper (1) Perceptions both of you have toward himself in relation to that topic (e.g."I am highly competent to discuss" . . . " he is very sensitive about", etc.) (2) Perceptions of how each sees himself in relationship to that topic (e.g. "he thinks he is . . ." "I think I am . . .") (3) how each of you thinks the other sees him in this situation (e.g. "I think he sees himself" . . ."He thinks I see myself . . .") Consider the similarities and differences in the perceptions involved. How do each affect your communication? If possible, discuss your analysis with the other person involved. Does he (she) agree with your analysis?

For Learning S.O. 5
6. Can you identify your self-perceptions in a specified situation and determine their influence on your communication in that situation?

read: Keltner, pp. 46-53

AND

do: Write down one strong perception you have of yourself as a student (e.g. "I am well organized"). State two specific instances of how the identified self perception could influence your communication with yourself and others.

SELF CHECK D:

1. Write a definition of self concept.____________________

(Tests D-1 Learning Guideline)

2. "Others often see you, not as you are, but as they expect you to be." Write a specific personally-experienced example of this statement.

(Tests D-2 Learning Guideline)

3. List three different specific ways in which a stranger might get information about the kind of person you are.

(1)

(2)

(3)

(Tests D-3 Learning Guideline)

4. Your advisor has called you in to talk about your previous academic record. Write one perception which you have of yourself related to this situation.

Explain in a sentence or two how the stated self-perception will influence your communication in this situation.

(Tests D-6 Learning Guideline)

UNIT GOAL E:

To understand basic types of communication barriers

SPECIFIC OBJECTIVES - E:

You will be able to, in writing:

1. State a definition of 'communication barrier'
2. List one specific example of a communication barrier which is related to each of the communication factors listed in A-2.
3. Answer multiple choice questions as indicated below:
    a. one question on communication barriers that are specifically related to the sender of the message and his sending behaviors.
    b. one question that is specifically related to the receiver of the message and his listening behaviors.
    c. one question on communication barriers that are common to both senders and receivers in the communication process.
    d. one question on communication barriers that are external to the communicators in the communication process.

    --where specified, write the reason, guideline, or principle which led you to choose the answer you did. (By knowing the general principles, reasons, etc. you will be better able to transfer the learning to your own communication.)
4. Given the description of a communication situation.
    a. identify two factors in the communication behavior of the sender which are likely to encourage defensiveness in the receiver of the message.
    b. state alternative strategies for the two factors stated which are likely to reduce defensiveness in that communication situation and promote trust.
5. Given the description of a general communication situation which you have experienced.
    a. state two examples of how 'frame of reference' actually did, or could have, created a barrier in that communication situation.
    b. make specific suggestions as to how those two examples of actual, or potential, barriers due to frame of reference could have been overcome.

EVALUATION CRITERION:

Because of the great importance of improving communication, all of the questions must be answered correctly. Those questions which ask you to write a reason, guideline, or principle must have that statement correct, in addition to the answer, to be considered correct.

LEARNING GUIDELINES AND MATERIALS:

For Learning S.O. 1

1. Can you define communication barrier?

read: Unit I, Definitions, p. 3

AND

read: Keltner, Interpersonal Speech-Communication, p. 167 (Lib reserve)

For Learning S.O. 2

2. Do you know the main potentials for breakdown in the communication process?

read: Selected Readings, Reading I-1, p. 8 (Lib. reserve)

For Learning S.O. 3a

3. Do you know ten communication barriers that are specifically related to the sender of the message and his sending behaviors? Can you identify an example of each?

read: Keltner, pp. 168-173 (Lib. reserve)

For Learning S.O. 3b

4. Do you know four communication barriers that are specifically related to the receiver of the message and his listening behaviors. Can you identify an example of each?

read: Keltner, pp. 173-175 (Lib. reserve)

For Learning S.O. 3c

5. Do you know twelve communication barriers that are common to both senders and receivers in the communication process? Can you identify an example of each?

read: Keltner, pp. 176-183 (Lib. reserve)

For Learning S.O. 3d

6. Do you know five communication barriers that are external to the communicators in the communication process? Can you identify an example of each?

read: Keltner: pp. 184-186 (Lib. reserve)

For Learning S.O. 4a

7. Do you know the six communication behaviors which encourage defensiveness in others. Can you identify an example of each?

read: Selected Readings, Reading #I-2, pp.19-23 (Lib. reserve)

AND

read: Selected Readings, Reading #I-7, p. 11 (Lib. reserve)

For Learning S.O. 4b

8. Do you know six communication behaviors which reduce defensiveness and promote trust. Can you identify an example of each?

read: Selected Readings, Reading #I-2, pp. 19-23 (Lib reserve)

AND

read: Selected Readings, Reading #I-7, pp. 11-12 (Lib. reserve)

For Learning S.O. 5

9. Do you know how an individual's'frame of reference' can create a communication barrier?

read: Selected Readings, Reading I-1, pp. 6-8 (Lib. reserve)

AND

read: Selected Readings, Reading I-2, pp. 1-7 (Lib. reserve)

SELF CHECK TEST E:

1. Write a definition of 'communication barrier' ________________

________________ (Tests E-1 Learning Guideline)

2. Bob is having a difficult time deciding whether he should go to college His uncle advised him, "Either you go to college or you'll end up being a bum!" Bob's most functional reaction to this advice would be to:
   A. go to college (who wants to be a bum?)
   B. forget college (you have more spare time as a bum)
   C. think about it for awhile
   D. make sure you've got the address of the welfare office
   E. question the advice, as stated.

   The principle which led me to choose the answer I did is: ________________

   ________________ (Tests E-5 Learning Guideline)

3. List one barrier that can occur because of a speaker's use of inappropriate symbols:

   (1) (Tests E-3 Learning Guideline)

4. List one barrier that can occur by the speaker's not providing enough information for the listener to understand:

   (1) (Tests E-3 Learning Guideline)

5. List one barrier that can be created when a listener has contrary attitudes to that of the speaker:

   (1) (Tests E-4 Learning Guideline)

6. List one barrier that can be created by the use of 'allness' statements:

   (1) (Tests E-5 Learning Guideline)

7. List six behaviors which tend to increase defensiveness and give a personally-experienced example of each

Behaviors	Example
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	

(Tests E-7 Learning Guideline)

8. List six behaviors which tend to reduce defensiveness and give a personally-experienced example of each.

Behaviors	Example
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	

(Tests E-8 Learning Guideline)

9. State in a sentence or two how frame of reference can function as a barrier in communication.

____

_______________________________ (Tests E-9 Learning Guideline)

Answer to multiple choice question:

2. E
Principle: To assume that a complex matter is either one or the other of two possibilities is to leave out a number of possibilities that might actually exist.

UNIT GOAL F:

To apply your basic understandings of human communication to a real-life situation.

SPECIFIC OBJECTIVES - F: (Done after passing A-E; Forms available in Nason 300)

You will be able to start and maintain a conversation with a person that you didn't previously know and find out his (her) ideas on a predetermined topic (without letting them know that what you are doing is for an assignment.)

Before the conversation, you will be able to, in writing:

1. State the predetermined topic.
2. a. List the names of three barriers likely to occur in the anticipated conversation.
   b. State briefly why the listed barriers are likely to occur.
3. a. List two or more nonverbals which you predict will be present if the person is really trying to communicate his ideas.
   b. List two or more nonverbals which you predict will be present if the person is not really trying to communicate his ideas.

After the conversation, you will be able to, in writing:

4. State three or more ideas that the person has about the topic (stated during your conversation) as he said them.
5. a. List one self-perception that the person has of himself (related to this topic and situation)
   b. State briefly how you determined this self-perception.
6. a. Name and describe one barrier that happened within you as a speaker.
   b. Name and describe one barrier that occurred within the other person as a listener.
7. List one suggestion for increasing the degree of accuracy by stating how to reduce a barrier that did occur.
8. List two actual nonverbal messages that happened which indicated that the person honestly told (or did not honestly tell) his ideas.
9. List one difference between you and the person, that did (or could have) decreased the accuracy of communication.
10. Describe in two or more sentences the degree of accuracy of communication attained in your understanding of his ideas.

EVALUATION CRITERION:

Because of the great importance of improving communication, all of the questions must be answered correctly.

LEARNING GUIDELINES AND MATERIALS:

FOR LEARNING S.O. 1-8

Review Unit I, A-E

If you would like to learn more about real-life communication:

read: McCroskey, An Introduction to Interpersonal Communication
(Lib. reserve)
"Interpersonal Communication in Marriage" pp. 169-187
"Interpersonal Communication on the Job" pp. 188-230

SELF CHECK TEST F:

State and maintain a conversation with a person that you know quite well like a roommate, suitemate, good friend, etc.

Before talking with them, complete the following form:

1. List the predetermined topic ____________________

2. List the names of three likely barriers in your conversation
    (1)
    (2)
    (3)
    b. State briefly why the listed barriers are likely to occur.
    (1)
    (2)
    (3)

3. List two or more nonverbals which you predict will be present if the person is honestly telling his ideas.

    (1)
    (2)
    b. List two or more nonverbals which you predict will be present if the person is not honestly telling his ideas.

    (1)
    (2)

After the conversation, complete the following form:

4. State three or more ideas that the person has about the topic (stated during your conversation) as he said them.
    (1)

    (2)

    (3)

5. a. List one self-perception that the person has of himself (related to this topic and situation)

    ____

    b. State briefly how you determined this self-perception.

    ____

    ____

6. a. Name and describe one barrier that happened within you as a speaker.

    ____

    ____

b. Name and describe one barrier that occurred within the other person as a listener.

____

____

7. List one suggestion for increasing the degree of accuracy by stating how to reduce a barrier that did occur.______________________________

____

8. List two actual nonverbal messages that happened which indicated that the person honestly told (or did not honestly tell) his ideas.

(1)

(2)

9. List one difference between you and the person, that did (or could have) decreased the accuracy of communication.

10. Describe in two or more sentences the degree of accuracy of communication attained in your understanding of his ideas.

____

____

____

BIBLIOGRAPHY OF LEARNING MATERIALS FOR UNIT I

BOOKS

Clevenger, Theodore, and Jack Matthews, The Speech Communication Process, Scott Foresman's and Co., 1971.
A. Located: Library, circulation desk--2 hr. reserve
B. Will help you to achieve Specific Objective E

DeVito, Joseph. Communication: Concepts and Processes. Prentice-Hall, 1971
A. Located: Library, circulation desk--2 hr. reserve
B. Will help you to achieve Specific Objective E

Fabun, Don. Communication: The Transfer of Meaning.
A. Located: Library, circulation desk--2 hr. reserve
B. Will help you to achieve Specific Objectives B & E

Keltner, John, Interpersonal Speech-Communication. Wadsworth Pub. Co., 1970
A. Located: Library, circulation desk--2 hr. reserve
B. Will help you to achieve Specific Objectives A, B, D, & E

McCroskey, James, Carl Larson and Mark Knapp. An Introduction to Interpersonal Communication, Prentice-Hall, 1971
A. Located: Library, circulation desk--2 hr. reserve
B. Will help you to achieve Specific Objectives A & C

SELECTED READINGS

A. Located: Library, circulation desk--2 hr. reserve
B. Reading #I-1, "Language and the Process of Communication" --will help you to achieve Specific Objectives A, C, and E
Reading #I-2, "Perception and Communication"--will help you to achieve Specific Objective A, B, D
Reading #I-3, "Language"--will help you to achieve Specific ObjectiveB
Reading #I-4, "Communication: A Verbal and Nonverbal Process of Making Requests of the Receiver"--will help you to achieve Specific Objective C
Reading #I-5, "Nonverbal Communication"--will help you to achieve Specific Objective C
Reading #I-6, "How to Read Body Language"--will help you to achieve Specific Objective C
Reading #I-7, "Communication Barriers"--will help you to achieve Specific Objective E

CASSETTE TAPES:

A. Located: Library--Music Room
B. Tape #I-1, "The Process of Communication" will help you to achieve all Specific Objectives

Name____________________

UNIT I

Achievement Form

A-1
A-2
A-3
A-4_a
A-4_b
A-5

B-1
B-2
B-3
B-4
B-5
B-6

C-1
C-2_a
C-2_b
C-2_c
C-2_d
C-2_e
C-2_f
C-2_g
C-2_h
C-2_i
C-3
C-4

D-1
D-2
D-3
D-4
D-5

E-1
E-2
E-3_a
E-3_b
E-3_c
E-3_d
E-4
E-5

F-1
F-2
F-3
F-4
F-5
F-6_a
F-6_b
F-7
F-8
F-9
F-10

UNIT II
THE RESPONDING COMMUNICATOR

UNIT GOALS:

After completing this unit, you will be able:

A. To plan appropriate listening goals and strategies (prior to hearing a message) which will maximize effective listening.

B. To actively receive and interpret verbal messages.

C. To evaluate messages by appropriate criteria.

D. To determine appropriate feedback to a message.
E. To apply your listening-responding skills to a real-life situation

INTRODUCTION:

You have come a long way toward understanding the communication process and yourself as a communicator. In this unit you will focus on improving your skills as a listener-responder in the communication process.

Research reveals that we spend 45% of our daily communication in listening activities and that 85% of what an individual knows, he learns by listening. And yet studies of college freshman in several colleges and universities revealed that they listened at about 25% efficiency (based on how much of a message they understood and remembered for a short period of time).

We've all been in the frustrating situation where not understanding or remembering directions has led us to fail a test, go out of our way, or lose money. Just as frustrating is the interaction situation when someone insists, "You really didn't hear what I said," or "That's not what I meant at all." Although such misunderstandings do not always stem from poor listening, a high percentage of them do.

Listening is a complex set of skills. To listen effectively requires attention, interpretation, thought, and imagination because as we all know, 'people don't always say exactly what they mean or mean exactly what they say.' The listener must pay attention not only to the words themselves but to the nonverbal cues and the context in which the interaction is occurring.

Your overall objective for this unit is to become a better listener and responder as you communicate with others. This general objective has been broken down into specific unit objectives, all of which are vital to effective listening and responding. (The physical skill of hearing has not been included as an objective to be learned. If you have problems in this area, please talk with your instructor.)

Applying the reasoning from the Course Description, here is what is happening in Unit II. The Unit is composed of five Unit Goals and these Unit Goals are specified by Specific Objectives, which tell you how you will be asked to express your competency in a testing situation. Following are Learning Guidelines and Materials, each of which is specified in terms of the Specific Objective it assists you in learning. Your understanding of the indicated Learning Materials will enable you to learn the Learning Guidelines you haven't already learned, so that by the completion of Unit II you will have achieved all of the Specific Objectives for the Unit.

Here is how you can improve your listening and responding skills through Individualized Instruction:

1. You may begin your study either by pretesting the Unit or by beginning to study the learning guidelines.

2. After taking the test the first time, your correct answers indicate which Specific Objectives you have already achieved from your current study, personal reading, previous courses, life experiences, etc.; the not-yet-correct answers indicate which Specific Objectives you haven't yet learned completely.

3. For those Objectives which you have not-yet-passed, choose and locate one set of the Learning Materials.

4. Do those Learning Materials (Note-taking space is provided after each Learning Guideline for your notes)

5. Can you not answer the question(s) in the Learning Guidelines? If not, choose another set of the Learning Materials. See the Unit Lecture, and/or attend a rap session.

6. If you can answer the questions, take the self-check test for the not-yet-learned guidelines.

7. Check the Self-Check Test. If you miss some: recheck notes, attend a rap session, or see an instructor during office hours. THESE SELF-CHECK TESTS WILL BE CHECKED BEFORE YOU MAY TAKE THE UNIT TEST FOR THE THIRD TIME.

8. If all self-check test answers are correct, see your instructor in Nason 300 and retake the Unit Test over the objectives not-yet-correct.

9. Your instructor will check your answers. If you miss some answers, your instructor will help you with your difficulties in learning during office hours. If you successfully attained all remaining Objectives, you have accomplished competency in Unit II, deserve a celebration of your choice and may begin Unit III.

DEFINITIONS

Assumption	Anything taken for granted by an individual. It becomes part of his frame of reference and influences his communication.
Criterion (plural: Criteria)	A standard from which a judgment of something can be made.
Evaluation	The appraisal of a given thing or event by the application of criteria.
Feedback Goal	Specifies what the listener wants the sender to understand about the listener's reactions to the sender's message.
Listening	The active process of receiving and decoding messages. It is usually followed by ideation, encoding, and responding.
Listening Goal	Specifies what the listener wants to accomplish during a listening experience.
Listening Strategy	Specifies the specific behaviors which the listener will do to achieve his listening goal(s).
Meta-communication	Additional messages which help an individual decode the original messages. They are verbal and/or nonverbal messages and occur both simultaneous to and after the original message.

UNIT GOAL A:

To be able to plan appropriate listening goals and strategies (prior to hearing a message) which will maximize effective listening.

SPECIFIC OBJECTIVES--A:

Given a written description of a 'specific' listening situation, (either discriminative or critical) you will be able to specify, in writing:

1. a three or more sentence description of a specific likely example of the situation in your own life.
2. your most appropriate listening goal (what you want to accomplish) for this listening situation.
3. a one or more sentence justification of why your listening goal is appropriate.
4. three listening strategies for accomplishing the goal you stated in 2.
5. explain, in one sentence, how each stated strategy will lead you to accomplish your listening goal stated in 2.
6. a two or more sentence statement of two specific influences that your frame of reference could have on your listening in this situation.

EVALUATION CRITERION: All six parts for each situation must be correct.

LEARNING GUIDELINES AND MATERIALS:

FOR LEARNING S. O. 1

1. Do you know the two basic continuums used to classify listening experiences? Do you know the subtypes of serious listening?

   read: Barker, *Listening Behavior*, Chap. 1, Esp, 9-14
   (Lib. reserve)

FOR LEARNING S. O. 1

2. Can you relate the basic types of listening to your daily listening activities?

   do: Keep a record of each listening experience you are involved in for a three-hour period during the day. Specify the times and what you did during the listening period. Classify the listening experience as 1) either active or passive listening, *and* 2) as one of the subtypes of social or serious listening. Compare your record with others working on this objective.

FOR LEARNING S. O. 2 & 3

3. Do you know what a listening goal is (Barker calls this perceived purpose)? Do you know why goals are important to effective listening?

   read: Barker, pp. 34-35 "Perceived Purpose to Listen"
   (Lib. reserve)

FOR LEARNING S. O. 2 & 3

4. Can you specify one or more specific listening goals (what you want to get out of the listening experience) for two or more typical listening situations?

do: Select two of the daily listening situations you listed for guideline #2. Write two very specific goals which you would want to achieve by listening. Compare and discuss your specific goals for each specific situation with others working on this objective.

FOR LEARNING S. O. 4 & 5

5. Do you know the listening strategies which are most likely to help you achieve specific listening goals?

read: Barker, Chap. 5, pp. 73-78 (Lib. reserve)

AND

read: DeVito, Communication & Concepts & Processes, pp. 208-213 (Lib. reserve)

AND

read: Clevenger, The Speech-Communication Process, pp. 86-90. (Lib. reserve)

AND

read: McCroskey, An Introduction to Interpersonal Communication, p. 34 (Lib. reserve)

FOR LEARNING S. O. 4 & 5

6. Can you choose specific listening strategies which will assist you in achieving your listening goals?

do: Take the two specific goals written for guideline #4. Building off the suggestions in reading materials (or innovations of your own), write strategies that would most likely lead to these goals. Try the strategies when you are next in that situation. Analyze your results. . . both immediate and long range. Remember! Effective listening takes practice!

FOR LEARNING S. O. 4 & 5

7. Do you know why you should avoid evaluation of a message until you are sure you understand a person's message as he intended it?

read: DeVito, pp. 181-188 (Lib. reserve)

FOR LEARNING S. O. 6

8. Do you know the influence of your own frame of reference when listening for meaning in another's message?

review: Unit One, A-5 Learning Materials

AND

read: McCroskey, pp. 64-66 (Lib. reserve)

AND

read: Keltner, p. 135; 176-183 (Lib. reserve)

AND

read: Barker, p. 38, "Expectations of the Listener" (Lib. reserve.)

FOR LEARNING S. O. 6

9. Can you determine the influence of your own frame of reference when listening for meaning in a specific listening situation?

do: From your three-hour log of listening, select two listening experiences in which you were most personally involved. Based on the suggestions in your reading, write two specific influences (for each experience) that your frame of reference had on your hearing and interpreting of the message. What was the effect of the four specified influences on the communication process. Could you have avoided the influence of your frame of reference? (Consider your understandings gained from Unit One). Discuss your analysis with others working on this objective.

SELF CHECK TEST A

BEST COPY AVAILABLE

1. List two subtypes of serious listening and a personally-experienced example of each:

Subtype	Example
______________	______________
______________	______________

(TESTS A-1, 2 LEARNING GUIDELINES)

2. Two specific listening goals appropriate for listening to a salesman try to sell you life insurance are ______________ AND ______________

(TESTS A-3, 4 LEARNING GUIDELINES)

3. Three listening strategies that will help you reach the goals listed in #2 are: ______________, ______________, AND ______________.

(TESTS A-5, 6 LEARNING GUIDELINES

4. Note-taking would most likely be valuable in the following two listening situations ______________ AND ______________

(TESTS A-5 LEARNING GUIDELINES)

5. Write a two or more sentence statement regarding the influence of an individual's frame of reference on listening. Give a personal example of a listening situation where the influence of your frame of reference led to inaccurate communication.

(TESTS A-8, 9 LEARNING GUIDELINES)

(SAMPLE TEST ITEM)

6. You are about to be a listener in a discriminative listening situation. The sender of the message is an older person in an authority position. His message will provide instructions which you will need to perform an important task which he will judge, on completion. Answer the six parts of Specific Objective A for this listening situation.

   1. Write a three or more sentence description of a specific likely example of this situation in your own life.

   2. Write your most appropriate listening goal (what you want to accomplish) for this situation.

   3. Write a one or more sentence justification of why your listening goal is appropriate.

   4. Write three listening strategies for accomplishing your goal stated in #2.
      1.
      2.
      3.

   5. Explain how each stated strategy will lead you to attain the goal stated in #2.
      1.
      2.
      3.

   6. Write a two or more sentence statement of two specific influences your frame of reference could have on your listening in this situation. (Tests all Learning Materials)

Partial Answers - Self Check *:

2. Two answers might be:
   a. to find out if I really need insurance
   b. to find out which type of policy best meets my needs

3. Several might be:
   a. think about my needs in advance
   b. ask questions when confused or want more information
   c. defer my judgment until I'm sure I understand his messages

Check your answers to other questions (especially 6) with others working on (or have attained) this objective.

UNIT GOAL B

To actively receive and interpret verbal messages.

SPECIFIC OBJECTIVES--B:

Given a five minute video-taped message, you will be able to use appropriate listening strategies (note-taking is permitted; notes will be turned in with the test) to allow you to:

1. Write a statement of the viewed communicator's stated overall goal for his message.
2. List three of the viewed communicator's main points made in the message.
3. Accurately answer in writing three questions about the communicator's message.
4. List in writing one verbal clue and one non-verbal clue from the message which led you to answer each of the questions for #3 as you did.

EVALUATION CRITERIA

All four parts must be answered correctly.

LEARNING GUIDELINES AND MATERIALS:

FOR LEARNING ALL S.O.s

1. Can you set appropriate goals and related strategies to maximize effective listening?

review: Learning Materials for Unit II, Specific Objective A-2 and 4

FOR LEARNING S.O. B-1

2. Do you know how a communicator usually indicated his goal? (purpose for sending his message)?

listen: Cassette Tape, II-1, side A (Lib. Music Room)

FOR LEARNING S. O. B-2

3. Do you know seven clues which usually indicate when a communicator is making an important point?

read: Selected Readings, Reading #II-3 (Lib. reserve)

FOR LEARNING S. O. B-1,2

4. Can you isolate and remember the communicator's goal and main point(s) indicated in a message?

read: Barker, Listening Behavior, p. 74 (Lib. reserve)

AND

do: Listen to Cassette Tape #II-1, side A, introduction. Review main point indicators and set as your goal picking them out and remembering them. Listen to the first message on the tape, turn off the tape and write down 1) the communicator's goal, 2) the main points, and 3) any indicators used to discover both the goal and main points. Turn the tape on again and check your answers with those suggested on the tape. If your answers don't agree with the tape, re-listen to the message. Analyze what led you to answer as you did.

Do the same with the other message.

FOR LEARNING S.O. B-3

5. Can you concentrate on a message sufficiently enough to achieve your listening goals?

read: Barker, pp. 75-76 (Lib. reserve)

AND

do: Take the two specific goals written for Learning Guideline A-4, and write the projected level of concentration most likely necessary to achieve your goal (high level, average level, low level). Practice concentration strategies suggested in your reading when you are next in that situation.

FOR LEARNING S. O. B-3

6. Can you avoid evaluation of a message (and evaluation of the sender) until you are sure you understand a person's message as he intended it?

do: With a friend, select a subject for discussion. The rules for this interchange are that each statement made by either of you must be paraphrased by the other to demonstrate that he has heard and understood what was intended. Before you continue the discussion, the originator of the statement must be satisfied that the paraphrase expresses what he intended. In paraphrasing, do not repeat the words used by the originator.

FOR LEARNING S. O. B-4

7. Do you know the definition of Meta-communication?

read: Selected Readings, Reading #1-4, pp. 1-2.
(Lib. reserve)

AND

READ: Keltner, Interpersonal Speech-Communication,
pp. 110-111.

FOR LEARNING S. O. B-4

8. Do you know the five ways that nonverbal cues interact with verbal messages as meta-communication?

read: Selected Readings, Reading #1-5, pp. 2-5
(Lib. reserve)

FOR LEARNING S.O. B-4

9. Do you know how to use meta-communication to better understand the meaning of a message?

read: Selected Readings, Reading #1-4 (Lib. reserve)

AND

read: Keltner, pp. 111-112 (Lib. reserve)

FOR LEARNING S.O. B.-4

10. Can you use meta-communication to better understand a communicator's message?

do: The next time you are communicating in a small group, choose one group member to observe. Note a specific verbal message sent by that person. (Write it down if you can do so inconspicuously.) Then, watch for any nonverbal or verbal cues which accompany or follow the message which further explains what the person meant. Consider how you might have interpreted the message without such meta-communication. Try this with another person taking the course. Observe the same person and compare answers.

SELF CHECK TEST B:

1. List seven methods which usually indicate when a communicator is making an important point.

(1)______________________________

(2)______________________________

(3)______________________________

(4)______________________________

(5)______________________________

(6)______________________________

(7)______________________________

(Tests B-3 Learning Guidelines)

2. Write a definition of Meta-communication.____________________

____

____

(Tests B-7 Learning Guidelines)

3. List five ways that nonverbal messages can interrelate with verbal messages. Opposite each type, write a personally experienced example.

	Type	Example
(1)	__________	__________
(2)	__________	__________
(3)	__________	__________
(4)	__________	__________
(5)	__________	__________

(Tests B-8 Learning Guidelines)

4. (As individualized viewing of a video tape would be extremely difficult to schedule in order to give you a self-check test of the actual questions for Specific Objective C; you are asked to set up your own self-check test.)

Locate someone who is working on Unit III. He will be glad to have a practice listener-responder for the message he is developing. Ask him to write three questions about his message, which he will ask you when he is through. Listen to his (or her) message and answer all four questions for Specific Objective B. Check your answers with him.

(1)______________________________

____

____

(2)____

____

____

(3)____

____

____

(4)____

____

____

(Tests all Learning Guidelines)

UNIT GOAL C

To evaluate messages by appropriate criteria.

SPECIFIC OBJECTIVES-C:

Given two written messages and a description of the communication situation, you will be able to (for each message), in writing:

1. Write one basic value held by the sender of the message which is implied but not stated in his message.

2. Write a two or more sentence comparison of the assumption stated in #1 and your own values. (do you agree with it?)

3. a. List two facts given in the message (if you think there are none or only one, indicate that)
   b. List two inferences made in the message

4. State two general criteria for evaluating the given message (in question form).

5. Justify why each general criteria listed is appropriate for the given message.

6. a. Evaluate the message by answering the two questions stated as criteria in #4.
   b. Indicate any further information you would get to fully evaluate the message.

EVALUATION CRITERION:

Each message must have all six parts correct.

LEARNING GUIDELINES AND MATERIALS

FOR LEARNING all S. O.s

1. Do you know when evaluation is an appropriate extension of the listening process?

read: Selected Readings, Reading II-5 (Lib. reserve)

FOR LEARNING S. O. C-1

2. Do you know the importance of listening for a speaker's assumptions in critical listening?

listen: Cassette Tape #11-2 (Lib. Music Rm.)
(same material in Reading II-4)

AND

read: Barker, p. 78. "Have Some Aspects of the Message Been Left Out?" (Lib. reserve)

FOR LEARNING S. O. C.-1

3. Can you determine a speaker's assumptions revealed or implied by his message?

listen: Cassette Tape #11-2 (Lib. Music Room)

AND

read: Clevenger, The Speech Communication Process, p. 88 (Lib. reserve)

AND

read: DeVito, Communication: Concepts and Processes, pp. 141-148 (Lib. reserve)

AND

do: Cassette Tape II-1, Side B consists of two messages followed by "answers" that are an analysis of the communicator's assumptions.

Listen to the message once (In most listening situations you would hear the message only once). Think as you listen!

Write down on a separate piece of paper two of the communicator's assumptions and also reasons for your decision. Then compare your answers with those at the end of the message. If you differ with the answers, reanalyze the messages and discuss your differences with other's working on this objective.

Do the same with the second message.

FOR LEARNING S. O. C.-2

4. Are you able to compare a communicator's assumptions with your own knowledge and perceptions?

listen: Cassette Tape #II-2 (Lib. Music Room)

AND

do: Take one of the assumptions you wrote down for Cassette Tape II-1, Side 8. Write down on another piece of paper your knowledge and experience related to this assumption. Then compare and contrast the two--how are they similar? How are they different? Why? Discuss your written comments with others taking the course.

FOR LEARNING S. O. C.-3

5. Can you distinguish fact from inference (opinion)?

do: Take the quiz on p. 36 of Fabun, (Library reserve)

AND

read: Fabun, pp. 37-38 (Library reserve)

AND

read: Keltner, Interpersonal Speech-Communication, p. 183 (Library reserve)

AND

read: Barker, p. 94 (Library reserve)

FOR LEARNING S. O. C.-4

6. Do you know what a criterion is?

listen: Cassette Tape #II-2 "Critical Listening Lecture" (Lib. Music Room) (same material--Reading II-5)

OR

read: Selected Readings, Reading #II-4 (Lib. reserve) (This reading is a transcription of the "Critical Listening Lecture")

FOR LEARNING S. O. C-4

7. Do you know the general basic criteria by which messages can be evaluated?

listen: Cassette Tape #II-2 (Library Music Room) (same material--Reading II-4)

OR

read: Barker, Listening Behavior, pp. 78; 94-5; 100-104 (Lib. reserve)

AND

read: Clevenger, The Speech-Communication Process, pp. 88-90 (Lib. reserve room)

AND

read: Fabun, Communication, The Transfer of Meaning, p. 47 (Library reserve room)

FOR LEARNING S. O. C. 4 & 5

8. Can you choose two or more appropriate criteria for evaluating a message?

listen: Cassette Tape #II-2 (Lib. Music Room)

AND

do: Cassette Tape #II-1, Side B consists of two messages followed by "answers" that are a specification of appropriate criteria for evaluating that message and a rationale for their choice.

Listen to the first message. Turn off the tape and write down two or more of the most appropriate criteria for evaluating the message. Also write down in one or more sentences, the reason(s) why evaluation is appropriate and why the criteria chosen are the most important.

Turn on the tape again. Check your answers and reasons with those given on the tape. If your answers do not agree with those given on the tape, listen to the message again. Discuss your differences with others working on this objective.

Do the same with the next message.

FOR LEARNING S. O. C-6

9. Can you evaluate messages by applying chosen criteria?

do: Cassette Tape II-4, Side A consists of two rumors, followed by "answers" that consist of appropriate criteria by which to evaluate the rumor and an evaluation of the rumor using the specified criteria.

SELF CHECK TEST C:

1. List three listening situations you will experience in the next 24 hours where evaluation would be an appropriate part of your listening.

(Test C-1 Learning Guideline)

2. "Bert is 40 years old! What was he doing on a skate board, anyway!" Write the assumption implied by this comment.

(Tests C-3 Learning Guidelines)

3. Write a 2-3 statement comparison of the written assumption from #4 and your own knowledge and experience.

(Tests C-4 Learning Guidelines)

4. State one or more reasons why it would be valuable to determine the assumption written in #4, if you were in a conflict over Bert's skateboard accident.

(Tests C-2 Learning Guidelines)

5. "Marge Jones, a Pi Phi, is bound to be in her house now because it is after sorority closing hours." This is:
   - A. a statement of fact
   - B. a value judgment
   - C. a proposition of policy
   - D. a statement of inference
   - E. an arbitrary truth

   Why did you answer as you did?

(Tests C-5 Learning Guidelines)

6. A criterion is

(Test C-6 Learning Guideline)

7. List two criteria which would be appropriate for evaluating a life insurance salesman's sales pitch.

(Tests C-6-8 Learning Guidelines)

(Sample Test Question)

8. Over break, you return from college to your rural home town. A friend, who married and works in the local bank, meets you on the street and says, "Boy, have you missed a lot of excitement? Remember John, the class jock that everyone thought was so cool? Well, it looks like he wasn't so sharp after all. They say he's been stopped twice for 'not careful and prudent driving' and I saw him go into Joe's Tavern the last three nights in a row!"

Based on the information given, answer the six questions from Specific Objective C.

1. Write one basic assumption (value) of the sender of the message which is implied but not stated in the message.

2. Write a two or more sentence comparison of the assumption stated in #1 with your own values. (Do you agree with it?)

3. a) List 2 facts given in the message. (If you think there are none or 1, indicate that)

   b) List 2 inferences made in the message.

4. State 2 general criteria for evaluating the given message (in question form)

5. Justify why each general criteria listed is appropriate for the given message.

6. Evaluate the message by answering the two questions stated as criteria in #4. Also, indicate any further information you would get to fully evaluate the message.

(Tests All Learning Guidelines)

Answers to self check C:

3. Two criteria would be:
    a. Is the 'pitch' relevant to me?
    b. Does the 'pitch' contain documented support for the claims made?

4. An assumption implied is:
    Older people (over 40?) should not be doing childish things (riding skateboards).

5. (This comparison is done from my 'point of view'--yours will probably be different)

    While the originator of this statement assumes that age is the appropriate determinant of 'ability' to ride a skateboard (without qualification), I think that physical dexterity--ability itself--should be the determinant of a skateboard rider (my assumption). I know many 40 year olds that have the physical ability to ride skateboards (my experience).

    Also the originator of this statement seems to use vague societal 'should nots' to determine the 'right' to ride skateboards. I think that if Bert was not riding in an illegal zone or otherwise endangering others, riding skateboards is his 'right.'

6. If I was in a conflict over Bert's skateboard accident, it would save time, energy, and perhaps a relationship to determine the assumption which led to the quoted statement. If it were an important conflict, we could then discuss the assumption and perhaps come to some agreement.

7. D . . . because only an inference can be made without direct observation of the event by the person making the statement. From the wording of the statement, there was not direct observation, therefore only a statement of inference was possible.

8. (The following is a suggested answer)

    1. An assumption the local friend seems to hold is 'People who are picked up by the police are not sharp.'

    2. Based on my knowledge and experience I assume 'some people are picked up by the police who are not guilty!' Therefore my assumption is different than the one listed in #1. He seems to base his assumption on a vague, 'allness' statement which he did not support, whereas my assumption is based on experience and recognizes both that a situation is not always what it seems and that mistakes can be made.

    3. a. - John went into Joe's tavern three nights in a row.
            - Everyone thought John was cool in high school. (Possible fact - actual listener would have more basis to determine)
        b. - The home town is exciting
            - John was drinking in Joe's Tavern

4. Was the source qualified to make the judgment he did?
   - Was there enough evidence to justify the judgment made?

5. It would be important to know whether the friend was qualified to make such a judgment because personal involvement or other reasons might bias his interpretation of the situation. It would be important to know if enough evidence existed and if that evidence were pertinent and correctly interpreted because additional information, or another perspective of the information given, might change the interpretation.

6. Based on the information given:
   --I don't think the local friend reveals himself as a qualified, objective observer.

   By his choice of loaded language, he suggests that he may be emotionally involved or have something to gain by the spread of the rumor. His first statement may suggest that he's trying to make the town seem more exciting and he may be exaggerating.

   --The evidence given is vague and insufficient to be able to accurately interpret John's behavior. Use of the phrase "they say" rather than making a specific referent suggests a lack of specific information. I would ask "who are they?" Further, John's going into the tavern doesn't tell me how long he stayed or tell me what he did inside.

UNIT GOAL D:

To determine appropriate feedback to a message.

SPECIFIC OBJECTIVES - D:

You will be able to; in writing:

1. State a definition of directive feedback.
2. State the general circumstances when it would be appropriate to use directive feedback.
3. State a definition of nondirective feedback.
4. State the general circumstances when it would be appropriate to use nondirective feedback.

Given the written summary of two messages and a description of the listening situations, you will, for each:

5. State, in a sentence or two, your goal for sending feedback in this situation.

6. a. State the most appropriate pattern of feedback response (Non-directive, Directive-Punishing, or Directive-Rewarding) for achieving your goal in this situation.

   b. State, in a sentence or two, how your choice of feedback pattern will lead to reaching your goal.

7. Write a one or more sentence description of your exact feedback in this situation (what you would say and/or do), specifying verbal and/or nonverbal channels used. Also comment on behaviors you would refrain from doing.

8. For the exact feedback planned and the feedback you will refrain from doing,

   a. write the name of one of the six supportive or defensive climates (Gibb) which would be most helpful in achieving your stated goal.
   b. How would the planned climate assist you in accomplishing your goal or hinder you.

EVALUATION CRITERION:

All written answers must be correct

LEARNING GUIDELINES AND MATERIALS:

FOR LEARNING S. O. D-1-7

1. Do you know the role of feedback in the communication process?

review: Learning Material for Unit One, Objective A-7

FOR LEARNING S. O. D-5

2. Do you know how a listener-responder can effect the behavior of the sender of the message?

read: Selected Reading II-2, pp. 2-3

AND

read: Barker, Listening Behavior, pp. 112-113 (Lib. reserve)

AND

read: Holtzman, The Psychology of Speaker's Audiences, Chap. 3 - especially pp. 28-29, 33-36 (Lib. reserve)

FOR LEARNING S. O. D.-1-7

3. Do you know the differences between, uses of, and examples of the following basic response patterns: rewarding vs. punishing feedback; directive vs. nondirective feedback?

read: Selected Readings, Reading #II-5 (Lib. Reserve)

AND

read: Clevenger, The Speech-Communication Process, pp. 121-123, (Lib. reserve)

AND

read: Barker, pp. 118-121 (Lib. reserve)

AND

read: Selected Readings, Reading #II-2 (Lib. reserve)

FOR LEARNING S. O. D.5,7

4. Can you choose the appropriate response pattern and channel?

read: Clevenger, pp. 123-124 (Lib. reserve)

AND

read: Keltner, pp. 92-99 (Lib. reserve)

AND

do: Look back at the 'log' of listening activities which you prepared for Specific Objective A. Take three or more of those listening activities. For each, write out the 'best' kind of feedback (response pattern) and kind of channel that the message would be sent through.

Compare your suggested feedback with others working on this objective.

FOR LEARNING S. O. D-7.

5. Do you know the channels a responder could use to send feedback?

review: Learning Material for Unit One, Objective A

FOR LEARNING S. O. D.-7

6. Do you know four classes of feedback response channels?

read: Barker, pp. 114-117 "Four classes of Feedback Response" (Lib. reserve)

FOR LEARNING S. O. D-7

7. Do you know ten guidelines for encoding feedback?

read: Barker, pp. 123-124 (Lib. reserve)

FOR LEARNING S. O. D-7

8. Do you know four 'causes' of undesirable feedback?

read: Barker, pp. 121-122 (Lib. reserve)

9. Can you evaluate the effectiveness of your feedback messages?

do: In your next conversation with a friend (one who would not take offense), set specific goals for a five minute period (for example, remaining on the same topic of conversation, changing one of his attitudes or keeping him from leaving). Plan strategies for accomplishing your goals by the choice of feedback patterns and channels. Write out two or more specific changes you wish to take place in the interaction.

Then carry out your plans. After the five minutes, note your observable success and talk with him about how he reacted to your feedback.

10. Can you relate feedback choices to their establishing of supportive or defensive communication climates?

read: Selected Reading, II-5, pp. 2 (Lib. Reserve)

AND

read: Selected Reading, II-2, pp. 2-11

AND

review: Unit I, Unit Goal E - Learning Guidelines 6 & 7.

Self Check Test D:

1. List two ways a listener-responder can effect the message being sent by his feedback. Give a personally experienced example of a communication situation in which you were the listener, where you effected each of the influences listed.

	Type	Example
(1)	____________	____________
(2)	____________	____________

(Tests D-2 Learning Guideline)

2. Define rewarding feedback and give a personally experienced example when you sent such feedback.

(Tests D-3 Learning Guideline)

3. Define punishing feedback and give a personally experienced example why you sent such feedback.

(Tests D-3 Learning Guideline)

4. Define directive feedback and give a personally experienced example when you sent such feedback.

(Tests D-3 Learning Guideline)

5. Define nondirective feedback and give a personally experienced example when you sent such feedback.

(Tests D-3 Learning Guideline)

6. List the four classes of channel combinations suggested by Barker and give an example of each.

	Class	Example
(1)	____________	____________
(2)	____________	____________
(3)	____________	____________
(4)	____________	____________

(D-5 Learning Guideline)

7. List four causes of undesirable feedback and one personally experienced example of each (either as a listener--responder or a sender)

Cause	Example
(1) ____________	____________________________
(2) ____________	____________________________
(3) ____________	____________________________
(4) ____________	____________________________

(Tests D-8 Learning Guideline)

Self Check D #8

(Sample Test Item for Spec. Objs. 5-8)

8. You have been listening to George, a fellow freshman and former high school track star, tell about his exploits on the track for half an hour and it seems as though he's just begun. You'd planned to get some studying done and aren't very interested in George's track record.

5. State, in a sentence or two, your goal for sending feedback in this situation. ____.

6. a. State the most appropriate pattern of feedback response for achieving your goal in this situation. (Nondirective, Directive-punishing, or Directive-rewarding).

   ____

   b. State, in a sentence or two, how your choice of feedback pattern will lead to reaching your goal. ____

7. Write a one or more sentence description of your exact feedback in this situation (what you would say and/or do), specifying verbal and/or nonverbal channels used. Also, comment on behaviors you would refrain from doing.

____

8. For the exact feedback planned and the feedback you will refrain from doing,

   a. Write the name of one of the six supportive or defensive climates which is most characteristic of it.

   ____

   b. Relate these likely communication climates to your feedback goal. Would the likely climate assist you in accomplishing your goal or hinder you.

   ____

   ____

   ____

   ____

   ____

   ____

   ____

UNIT GOAL E:

To apply your basic listening-responding skills in a real-life situation.

SPECIFIC OBJECTIVES - E: (Done after passing A-D; Forms available in Nason 300)

Given a situation in which (1) a sales clerk is selling you something or (2) a parent, friend, etc. is explaining an idea of theirs to you: before you listen and send feedback messages, you will be able to:

1. State a specific, self-chosen listening situation.
2. State a goal for your listening.
3. State two attitudes in your frame of reference about this particular listening situation.
4. State one effect of each attitude on your listening.
5. Plan three listening strategies to accomplish your listening goal.
6. State one goal for your feedback message(s) in this situation.
7. State what feedback you plan to use to accomplish your stated feedback goal.
8. State what kind of feedback the anticipated feedback message(s) is.

After you listen and send feedback messages, you will be able to:

9. State one fact the sender communicated to you.
10. State one inference the sender communicated to you.
11. State two criteria for evaluating the message which will aid you in accomplishing your listening goal.
12. State a two or more sentence evaluation of the message using your criteria.
13. Describe the accomplishment of your listening goal.
14. Describe the accomplishment of your feedback goal.

EVALUATION CRITERIA

All parts must be answered correctly.

LEARNING GUIDELINES AND MATERIALS:

review: appropriate Learning Guidelines, II A-D

AND

do: Accomplish the Specific Objectives in several everyday listening experiences. Talk over your results with others working on this Unit.

Bibliography of Learning Materials for Unit II

Books

Barker, Larry. Listening Behavior. Prentice-Hall, Inc., 1971.
- A. Located: Library, circulation desk--2 hr. reserve
- B. Will help to attain Specific Objectives A, B, C, D and E

Clevenger, The Speech-Communication Process, Scott, Foresman's, 1971
- A. Located: Library, circulation desk--2 hr. reserve
- B. Will help you to attain Specific Objectives A, C, D, & E

DeVito, Joseph. Communication: Concepts and Processes. Prentice-Hall 1971
- A. Located: Library, circulation desk--2 hr. reserve
- B. Will help you to attain Specific Objectives A, C, & E

Fabun, Don. Communication: The Transfer of Meaning. The Glencoe Press.
- A. Located: Library, circulation desk--2 hr. reserve
- B. Will help you to attain Specific Objective C & E

Keltner, John. Interpersonal Speech-Communication. Wadsworth Pub. Co., 1970
- A. Located: Library, circulation desk--2 hr. reserve
- B. Will help you to attain Specific Objectives A, B, D, & E

McCroskey, James, Carl Larson and Mark Knapp. An Introduction to Interpersonal Communication, Prentice-Hall, 1971.
- A. Located: Library, circulation desk--2 hr. reserve
- B. Will help you to attain Specific Objective A & E

Rissover, Fredric and David Birch. Mass Media and the Popular Arts. McGraw Hill Book Co., 1971.
- A. Located: Library, circulation desk--2 hr. reserve
- B. Will help you to attain Specific Objective C & E

Selected Readings

- A. Located: Library, circulation desk--2 hr. reserve
- B. Reading #II-1, "Listening" will help you to attain Specific Objective A
  Reading II-2, "Active Listening" will help you to attain Specific Objective D
  Reading #II-3, "Emphasis in Communicative Messages" will help you to attain Specific Objective B
  Reading #II-4, "Critical Listening Lecture" will help you to attain Specific Objective C
  Reading #-5, "Directive and Nondirective Feedback"

Cassette Tapes:

- A. Located: Library-Music Room
- B. Tape #II-1 side A "Isolating goals and main points" will help you attain Specific Objective B
  Tape #II-1 side B "Selecting appropriate criteria for evaluation" and Isolating Assumptions"
  Tape #II-2 "Critical Listening Lecture" will help you to attain Specific Objective C

Tape #II-3, "The Responding Communicator" will help you to attain all Specific Objectives

Tape #II-4, Side A, "Rumor Learning Activity"

NOTE

Listening Experiences:	As an objective for Unit III you will be required to participate, as a listener-responder in several specific-communication interactions. You will be listening to messages prepared by students working on Unit III. (Others will function as listeners when you send your message.) You will be asked to actively listen to the message being sent and answer several questions following the message. You are encouraged to review your learning from Unit II before each of the three listening experiences.

Name ____________________

UNIT II

BEST COPY AVAILABLE

Achievement Form

A-1,2,3,4,5

A-1,6

B-1,2,3,4

I.

C-1,2

C-3_a

C-3_b

C-4,5,6

II.

C-1,2

C-3_a

C-3_b

C-4,5,6

D-1

D-2

D-3

D-4

Situation I:

D-5,6,7,8

Situation II:

D-5,6,7,8

E-1

E-2

E-3

E-4

E-5

E-6

E-7

E-8

E-9

E-10

E-11

E-12

E-13

E-14

17011

17012

17013

Unit III

THE ORIGINATING COMMUNICATOR

UNIT GOALS

After completing this unit, you will be able:

(Note: Unit Goals A-D will be completed before doing Goals E, F)

A. to use basic principles for attaining understanding and retention when sending messages.

B. to adapt messages to specific listeners

C. to plan feedforward goals, expectancies and contingencies

D. to understand basic factors involved in sending a message

E. to encode and send a message that will be accurately decoded by a small group of listeners.

F. to encode and send a message that will be accurately decoded by a large group of listeners.

INTRODUCTION

When people think of speaking, they typically think of sending messages to a public. An yet, the majority of most people's "speaking" is done on an interpersonal level. For example, you try to explain your ideas on drugs to a friend, you try to help someone understand how to fix a flat tire, and countless other examples. In fact, the basic purpose of most communication is trying to get other people to understand what is being said. It is also often important that they remember what is being said.

And yet in these daily situations, we've probably all been in a position to honestly say, "People don't understand me" or "I would have spoken out, but I couldn't put my ideas into words, so I just kept my mouth shut." So many opportunities for initiating or improving human interaction are lost because of such reasons. And yet as many are lost because we do take the plunge to communicate--and don't do so effectively.

In this unit you will focus on endoding your ideas into effective messages so that you may communicate more accurately with others. Your understanding of the role of the responding communicator should be very helpful as you now consider the role of the originating communicator (the sender).

The basic principles you will learn in this unit are applicable to any level of communication; whether talking to a date, your parents, a small group, or a large group.

DEFINITIONS

Accurate Communication	When the responding communicator (the listener-responder) decodes the message as the originating communicator (the sender) intended him to.
Feedback	The message sent by the responding communicator to the originating communicator as a response to the original message sent.
Feedforward	The preplanning of the originating communicator in the form of setting up goals, expectancies and contingencies which he will act upon during the process of communication.
Feedforward Goal	A statement of what the originating communicator wants to achieve through a specific message. It is stated in terms of listener response.
Feedforward Expectancies	The originating communicator's estimate of how his listener(s) will be responding at given important points in the development of his message.
Feedforward Contingencies	The alternate messages planned by the originating communicator to adapt to the many possible responses of the listener(s) at given important points in the development of his message. These messages will be based on the feedforward expectancies of the originating communicator.
Originating Communicator	The sender of the original message and the receiver of feedback

UNIT GOAL A:

To use basic principles for attaining understanding and retention when sending messages.

SPECIFIC OBJECTIVES - A:

You will be able to, in writing:

1. Match the names and descriptions of the 'six principles of effective understanding'

   Given a short message and the names of two principles of effective understanding,

2. Make changes (of at least 10 words) which will increase understanding using each of the principles indicated.
3. Explain in one or more sentences how each change will increase understanding of the given message.

   Given a general description of a communication situation,

4. State two basic techniques by which a communicator could increase the likelihood that his listener will retain his message.
5. Give an example of how each technique could be used in the above-described situation.
6. State briefly how each technique will be likely to lead to increased retention.

EVALUATION CRITERION:

All six parts must be correctly answered.

LEARNING GUIDELINES AND MATERIALS:

For Learning S. O. A-1
1. Can you identify the 'six principles of effective understanding'?

   read: Selected Readings, Reading #III-1, p. 1 (Lib. reserve)

For Learning S. O. A-2,3
2. Can you recognize specific examples of the principles in another's message?

   read: Selected Readings, Reading # III-2, pp. 1-2 (Lib. reserve)

For Learning S. O. A-2,3
3. Can you explain why an example of each principle is an example and evaluate how it affects receiving communicators?

   read: Selected Readings, Reading #III-3 (Lib. Reserve) for examples

For Learning S. O. A-2,3
4. Can you improve another's message by applying the 'six principles'?

read: Selected Readings, Reading #III-3 (Lib. reserve) for samples

For Learning S. O. A-2,3
5. Can you improve your message by applying the 'six principles'?

do: Change a recent paper, letter or other written communication you have a copy of. Make one or more word-for-word changes using each of the six principles.

For Learning S. O. A-3
6. Can you explain how changes in your message will improve your message?

read: Selected Readings, Reading #III-1, pps. 1-7 (Lib. reserve)

AND

read: Selected Readings, Reading #III-3 (Lib. reserve) for examples

For Learning S. O. 4-6
7. Can you define retention of communication?

read: Selected Readings, Reading #III-4 (Lib. reserve)

For Learning S. O. 4-6
8. Do you know the importance of retention in communication of messages?

read: Selected Readings, Reading #III-4 (Lib. reserve)

For Learning S. O. 4-6
9. Do you know the relationship between repetition and retention of messages?

read: Selected Readings, Reading #III-4 (Lib. reserve)

For Learning S. O. 4-6
10. Do you know the relationship between stress of main ideas and retention of messages? Can you stress main ideas in a message?

read: Selected Readings, Reading #II-3 (Lib. reserve)

AND

listen: Cassette Tape II-1, side A (Library Music Room)

AND

DO: Do the indicated activity at the end of Reading #III-4 Selected Readings (Lib. reserve)

For Learning S. O. 4-6
11. Do you know the relationship between visualization and retention of communication?

read: Selected Readings, Reading #III-4 (Lib. reserve)

AND

do: Do the indicated activity at the end of Reading #III-4 Selected Readings (Lib. reserve)

SELF CHECK TEST A:

(Tests Learning Guidelines 1-6)

Turn to Selected Readings, Reading #III-1, III-2, and III-3. Match the description of the principle, the name of the principle, the example of the principle, and what it is likely to accomplish. Do so by placing the number of the description in front of the name, the example and the likely result.

Descriptions	Principles	Examples	Results
1. We understand best when our attention is focused primarily on the material to be understood.	____ Motivation	____ Page 2, paragraph 4 & 5; lines 4-15 in 4 and all of 5	____ Drawing receiving communicators to the message.
2. We understand best what we can see or imagine.	____ Attention	____ Page 1, paragraph 3, and lines 6-13	____ pointing up similarities and differences.
3. We understand best what we want to understand.	____ Reinforcement	____ Page 1, paragraph 3 & 4; 15-19 in 3, and all of 4	____ organizing the message the way people think.
4. We understand best that which is organized to fit our predispositions (frame of reference) and procedural cognitive methods for processing information, making decisions, etc.	____ Comparison	____ the whole speech	____ reinforcing, remembering
5. We understand best that which we experience repeatedly.	____ Structure	____ Page 1, paragraph 4; and lines 1-17	____ clarifying an important point
6. We understand best when we are able to compare the new concepts with concepts we already know.	____ Visualization	____ Page 1, paragraph 3, 18-19; page 2, paragraph 2, lines 2-3; page 2, paragraph 4, lines 2-3 8-9; and page 2, paragraph 7, line 4	____ arousing desire to understand the message.

2. (Tests Learning Guidelines 1)

A. Holding attention and interest is the function of the:

- a. specific purpose
- b. introduction
- c. organization
- d. whole message
- e. voice

B. In preparing a message on "18 Rules for Getting a Summer Job," one likely problem is that people will need to remember the rules for a week or more before they can use the rules in getting a job. Accordingly the learning principle of ____________________ should be stressed in the message to really help them get a job.

- a. motivation
- b. attention
- c. comparison
- d. repetition
- e. structure

C. In preparing a message on giving blood to a college class, which of the following psychological learning principles would most need to be stressed?

- a. visualization
- b. motivation
- c. comparison
- d. structure
- e. repetition

D. Communication tends to be more accurately understood if your message is organized the way the listeners' minds work. For example, your use of the learning principle of _______________ might lead you to choose a chronological or time sequence pattern for describing a case history.

- a. attention
- b. repetition
- c. comparison
- d. structure
- e. visualization

E. Which of the following principles are most likely to assist people to understand new, difficult and abstract knowledge?

- a. comparison and visualization
- b. attention and motivation
- c. attention and structure
- d. motivation and structure
- e. motivation and comparison

3. Define retention of communication.

(Tests Learning Guideline 7)

4. In a statement or two describe the importance of retention in the communication of a message.

(Tests Learning Guideline 8)

5. State briefly the relationship between repetition and retention of messages.

(Tests Learning Guideline 9)

6. State briefly the relationship between the stress of main ideas and retention of messages.

(Tests Learning Guideline 10)

Answers Self-Check Test A:

1.

Principles	Examples	Results
3	6	1
1	1	6
5	3	4
6	4	5
4	2	6
2	5	3

2. A. d
   B. d
   C. b
   D. d
   E. a

UNIT GOAL B:

To adapt messages to specific listeners

SPECIFIC OBJECTIVES--B:

You will be able to, in writing:

1. In a sentence or two, give an example of how accuracy of communication can be increased by increasing the consistency of the message with the listener's frame of reference.

Given the statement of a brief message.

2. State one real, actual listener to whom you most want to communicate this message. (i.e., my father)
3. List two actual items of information (facts) about your chosen listener which would be most helpful for you to know before communicating the state message. (i.e., "he has never been to college")
4. Write one (or more) reason for each item of information explaining why it would be helpful in predicting the listener's decoding and ideation of your personal idea.
5. Make an actual change in the stated message for each of the stated items of information which will increase the consistency of that message with the listener's frame of reference.
6. Explain, in a sentence or two, how each change will increase accuracy of communication with your stated listener.
7. State in a sentence or two the perception your stated listener would be likely to have of you sending the given message.
8. State one way you could improve the perception your listener has of you regarding the sending of this message.

EVALUATION CRITERION:

All eight parts must be correctly answered.

LEARNING GUIDELINES AND MATERIALS:

For Learning S.O. 1

1. Do you know the relationship between accuracy of communication and consistency of the message with the listener's frame of reference? Can you increase the consistency between a message and the listener's frame of reference to improve accuracy of communication?

   read: Selected Readings, Reading III-4 (Lib. reserve)

AND

   do: do the indicated activity at the end of Reading #III-4, Selected Readings (Lib. reserve)

For Learning B-1

2. Do you know why it is necessary to adapt messages to specific listeners?

read: Holtzman, The Psychology of Speaker's Audiences, pp. 9-11 14, and pp. 32-33. (Lib. reserve)

For Learning B-3

3. Do you know the factors which listeners respond to other than the message itself?

read: Holtzman, The Psychology of Speaker's Audiences, pp. 6-9 66-71; 113-114. (Lib. reserve)

For Learning B-3-6

4. Do you know the relationship between a listener's membership groups and his receiving behavior?

read: Holtzman, pp. 73-79, (Lib. reserve)

For Learning B-3-6

5. Do you know the relationship between a listener's motivation and his receiving behaviors?

read: Holtzman, pp. 50-64. (Lib. reserve)

For Learning B-3-6

6. Do you know the relationship between a listener's experiences and his receiving behaviors?

read: Holtzman, pp. 85-87. (Lib. reserve)

ALSO

read: in DeVito, "Clear Only If Known" pp. 189-194. (Lib. reserve)

For Learning B-3-6

7. Do you know the relationship between a listener's knowledge and his receiving behaviors?

read: Holtzman, pp. 87-90. (Lib. reserve)

For Learning B-3-6

8. Do you know the relationship between a listener's beliefs and his receiving behavior?

read: Holtzman, pp. 90-93. (Lib. reserve)

ALSO

read: McCroskey, Chap. 4. (Lib. reserve)

For Learning B-7-8

9. Do you know the relationship between a listener's perception of the speaker and his receiving behavior?

read: Holtzman, pp. 41-49. (Lib. reserve)

OR

read: McCroskey, Chap. 5. (Lib. reserve)

SELF CHECK TEST B:

1. State in one sentence or more why it is necessary to adapt messages to specific audiences.

(Tests Learning Guideline 2)

2. a. State one specific listener and a given communication situation.

   b. List ten factors which this listener might respond to other than the message itself.

(Tests Learning Guideline 3)

3. a. State in one or more sentences, the relationship between a listener's membership groups and his receiving behaviors.

   b. Give a personally experienced example of the influence of membership groups on receiving behavior.

(Tests Learning Guideline 4)

4. a. State in one or more sentences, the relationship between a listener's motivation and his receiving behaviors.

____

____

____

b. Give a personally-experienced example of the influence of motivation on receiving behavior.

____

____

____

(Tests Learning Guideline 5)

5. a. State in one or more sentences, the relationship between a listener's experiences and his receiving behaviors.

____

____

____

b. Give a personally-experienced example of the influence of experience on receiving behaviors.

____

____

____

(Tests Learning Guideline 6)

6. a. State in one or more sentences, the relationship between a listener's knowledge and his receiving behaviors.

____

____

____

b. Give a personally-experienced example of the influence of knowledge on receiving behaviors.

____

____

____

(Tests Learning Guideline 7)

7. a. State in one or more sentences, the relationship between a listener's beliefs and his receiving behavior.

____

____

____

b. Give a personally-experienced example of the influence of beliefs on receiving behaviors.

____

____

____

(Tests Learning Guideline 8)

8. a. State in one or more sentences, the relationship between a listener's perception of the speaker and his receiver behaviors.

____

____

____

b. Give a personally-experienced example of the influence of a listener's perception of the speaker on receiving behavior.

____

____

____

(Tests Learning Guideline 9)

9. If you were going to explain to your new neighbor your feelings about his children playing in your yard, which of the following would be important to know about him.

A. his profession
B. how he feels about his own yard
C. his ideas on disciplining children
D. how many years he's been married
E. if he belongs to a church

The reason I chose the answers I did is ______________________

____

____

____

____

(Tests all Learning Guidelines)

10. Which of the following factors would it be least important for you to know about the new mechanic at the local garage--if you were going to explain to him how you preferred the engine in your car tuned?
    A. if he belongs to a mechanics union
    B. how long he's been tuning engines
    C. how important it is to him to keep the customer happy
    D. if he thinks you really know about engines

    The reason I chose the answer I did is ____________________

    ____

    ____

(Tests all Learning Guidelines)

ANSWERS

9. B - reason: Knowing answer "B" would enable me to use Comparison to help him understand.

10. A - reason: Answers B, C, and D would help me understand his frame of reference and how it would influence his decoding and ideation.

UNIT GOAL C:

To plan feedforward goals, expectancies and contingencies

SPECIFIC OBJECTIVES - C

You will be able to, in writing:

1. Define feedforward as it functions in communication.

2. Define, as they function in communication.
   a. feedforward goal
   b. Feedforward expectancy
   c. feedforward contingency

   Given a brief description of a message, listener, and communication context,

3. Specify one feedforward goal for sending the given message to the listener.

4. a. State one feedforward expectancy for communicating the message to the listener.

   b. State, in a sentence of two, why this expectancy is likely.

5. State the listener's nonverbal communication that would signify accomplishment of your stated expectancy.

6. State two or more contingencies for your stated expectancy for communicating the message to the listener.

EVALUATION CRITERIA:

All six parts must be correctly answered.

LEARNING GUIDELINES AND MATERIALS:

For Learning S. O. C. 1
1. Can you define feedforward?

read: Unit III, *Definitions*, p. 2.

AND

read: Clevenger, *The Speech-Communication Process*, pp. 124-128. (Lib. reserve)

For Learning S. O. C. 1
2. Can you state the role of feedforward in the process of sending messages?

listen: Cassette Tape #III-1 (Library Music Room)
(This material is also on Reading III-7)

OR

read: Clevenger, p. 124 (Lib. reserve)

OR

read: Keltner, p. 73. (Lib. reserve)

For Learning S. O. C. 2,3-6
3. Can you define, and give an example of, the three elements of feedforward?

read: Unit III Definitions, p. 2. (Lib. reserve)

AND

listen: Cassette Tape #III (Lib. Music Room)
(This material is also on Reading III-7)

OR

read: Clevenger, pp. 125-128 (Lib. reserve)

For Learning S. O. C. 1-6
4. Can you understand feedforward in a description of another's message planning?

review: Clevenger, p. 125-128 (Lib. reserve)

listen: Cassette Tape #III-1 (Lib. Music Room)

For Learning S. O. C. 3-4
5. Can you decide the location of expectancy and contingency choice points based on knowledge of the listener?

listen: Cassette Tape #III-1 (Library Music Room)
(This material is also in Reading, III-7)

AND

do: Choose one idea, position, etc. you recently wanted another person(s) to understand. For the idea, write one specific assumption, or piece of knowledge or specific attitude they would need to have or understand before they could understand your idea. Write two things you might do if they didn't have that attitude. Write one thing you would do if they did.

For Learning S. O. C. -3
6. Can you write one or more goals for a message?

listen: Cassette Tape #III-1 (Lib. Music Room)

AND

read: Clevenger, p. 109-113 (Lib. reserve)

AND

read: Clevenger, p. 125 (Lib. reserve)

For Learning S. O. C-4
7. Can you write one or more expectancies for a message?

listen: Cassette Tape #III-1 (Lib. Music Room)

OR

read: Clevenger, p. 125-127. (Lib. reserve)

For Learning S. O. C. -5
8. Can you write a description of nonverbal communication which will be feedback messages indicating a listener choice at a goal and expectancy point?

review: Unit I, Unit Goal C

reveiw: Unit II, Unit Goal D

For Learning S. O. C-6
9. Can you plan two or more contingencies for each expectancy for a message?

listen: Cassette Tape #III-1 (Lib. Music Room)

OR

read: Clevenger, p. 127-128 (Library Reserve)

SELF CHECK TEST C:

1. Define feedforward.______________________________

(Tests Learning Guideline 1)

2. In a sentence or two, describe the role of feedforward in the process of sending messages.

(Tests Learning Guideline 2)

3. Define and give an example of the three elements of feedforward.
   a. Definition______________________________
      Example______________________________
   b. Definition______________________________
      Example______________________________
   C. Definition______________________________
      Example______________________________

(Tests Learning Guideline 3)

4. Which of the following is not an example of feedforward in message planning?
   A. After my third main point I expect my listener to be ready to sign the contract.
   B. If my listener is not smiling after my introductory remarks, I will not include the Thomas quote.
   C. Organization is important to accuracy of communication.
   D. If she hasn't seen the movie, I'll ask her.
   E. When I finish that joke, they'll be rollin' in the aisles.

(Tests Learning Guideline 4)

5. If you had just developed the need for a new dorm on campus in a message to the student senate, what would your listeners need to agree to before you continue to outline a plan for obtaining funds for the dorm?
   A. that the topic was worthy of consideration.
   B. that you were justified in bringing your proposal to them.
   C. that dorms were one of the most important issues before the senate
   D. that there actually was a need for a new dorm.
   E. that time would be better spent listening to the report on homecoming.

(Tests Learning Guideline 5)

6. a. Write a brief description of a situation in which you would be or have been explaining the operation of a mechanical object.

   b. State one feedforward goal for the above-described situation.

   c. State two feedforward expectations for two given choice points in the situation described in a.

      1.

      2.

   d. Specify two physical signs that will most likely signify the accomplishment of each expectancy stated in c.

      1.

      2.

   e. State two contingencies for each expectancy stated in c.

      1.

      2.

(Tests Learning Guidelines 6-9)

ANSWERS
4. C

5. D

UNIT GOAL D:

To understand basic factors involved in sending a message.

SPECIFIC OBJECTIVES - D:

You will be able to, in writing:

1. a. List the available channels for sending a message.
   b. State an example of the use of each channel for sending messages.

2. Answer 2 multiple choice questions regarding the relationship between delivery variables and effective communication.

   For specified answers, write the reason or principle which led you to choose your answer.

3. a. State two specific techniques to encourage feedback while sending messages in a one-to-one communication situation.

   b. State two specific techniques to encourage feedback while sending messages messages in a one-to-many communication situation.

4. Answer 2 multiple choice questions about the interpretation of feedback messages while sending a message.

   For specified answers, write the reason or principle which led you to choose your answer.

Given the description of a communication situation and an undesired feedback message received during the sending of the message.

5. a. State one way you as sender of the message could adapt to the feedback message.
   b. State how the suggested adaptation would increase effective communication.

EVALUATION CRITERION:

All five parts must be answered correctly.

LEARNING GUIDELINES AND MATERIALS:

For Learning S. O. 1
1. Do you know the available channels for sending a message?

review: Learning Materials for Unit I, Unit Goal A
especially Keltner, p. 18 (Lib. Reserve)

AND

read: McCroskey, An Introduction to Interpersonal Communication
p. 25 (Lib. reserve)

For Learning S. O. 1
2. Can you choose appropriate channels for sending messages?

do: Review the available channels for sending messages. Then write the appropriate channels for sending the following messages: 1) During class your friend gets his midterm back and has flunked. You want to communicate, "I'm sorry!" 2) You're trying to tell a friend how to make a tie-dyed shirt. Compare your answers and the reasons for your choices with others working on this objective.

For Learning S. O. 2
3. Do you know the relationship between delivery variables and accuracy and retention of messages?

read: Selected Readings, Reading #III-4 (Lib. reserve)

For Learning S. O. 3
4. Do you know how to encourage feedback?

read: Selected Readings, Reading III-1 p. 10 (Lib. reserve)

For Learning S. O. 4
5. Can you describe the various channels in which feedback might be received?

review: Unit II, Unit Goal D

AND

read: Keltner, Interpersonal Speech-Communication, pp. 95-6. (Lib. reserve)

For Learning S. O. 4
6. Do you know the problems in interpreting feedback?

read: Barker, Listening Behavior, pp. 121-123.

For Learning S. O. 4
7. Can you recognize specific feedback messages which indicate agreement, understanding, disinterest, disagreement and misunderstanding?

review: Unit I, Unit Goal C

AND

do: Activity

During your next conversation with a friend, give that friend five pieces of paper with the above feedback messages on them (Ex. "Disinterest"). Shuffle them so your friend has the pieces of paper in random order. Ask him (her) at various points in the conversation to send feedback messages which indicate the message on the sheet on top of the pile. He (she) should go through the five messages keeping them in the same order you gave them to him (her). Each time you think one of the messages is being sent, write down the message. Compare your list with the order of the sheets after the conversation. Do this with several people to begin noticing individual differences. You will find, however, that there are basic similarities.

8. Do you know how to adapt to feedback receive while sending a message?

read: Selected Readings, Reading #III-6 (Lib. reserve)

AND

do: Activity

Prepare a short message concerning 'how to do' a somewhat difficult task. Choose a friend who does not already know how to do that task. Plan expectations and contingencies for his feedback at each important step in your message. (As you send the message, be sure to look for the four basic feedback messages you worked on for Learning Guideline 7.) If you do not receive the feedback expected at important points, use your planned contingency until you get the expected feedback.

Try this experiment several times. Half of the time use the method suggested above. The other half ignore any feedback sent and go straight through your instructions.

At the end of each message have the receiver explain back to you how to do the task, or havehim actually do it if possible, Compare your results. Which group was better able to explain or do the task?

SELF CHECK TEST D:

1. List the available channels for sending a message. Give an example of a specific message sent through each.

Channel	Example
a. ____________	____________
b. ____________	____________
c. ____________	____________
d. ____________	____________
e. ____________	____________

(Tests Learning Guideline 1)

2. Specify the appropriate channel(s) for sending the following messages. (Be sure to consider all channels and combinations of channels) and the reason for your choice.

   a. You want to communicate sympathy over a close friend's accident.

   ____

   ____

   ____

   b. You want to explain to a new car owner how the spark plugs work.

   ____

   ____

   ____

   c. You want to explain your view on the wage and price freeze to someone who knows little about economics.

   ____

   ____

   ____

(Tests Learning Guideline 2)

3. State in one or more sentences, the relationship between delivery variables and accuracy and retention of communication. ____________________

   ____

   ____

   ____

(Tests Learning Guideline 2)

4. a. List two ways to encourage feedback in a one-to-one communication situation.

   b. List two ways to encourage feedback in a one-to-many communication situation.

5. List two basic problems the originating communicator could have in interpreting feedback.

(Tests Learning Guideline 6)

6. In a conversation with friends where everyone is involved in the discussion, mentally, or actually, note what you feel are examples of feedback showing agreement, understanding, disinterest, disagreement, and misunderstanding. At a pause in the discussion (after you have had time to observe all types) let the others know what you're doing and check with them to see if your inferences were correct.

   Briefly state your results.

(Tests Learning Guideline 7)

UNIT GOAL E:

To encode and send a message that will be accurately decoded by a small group of listeners.

SPECIFIC OBJECTIVES - E:

(Done after passing A-D; Get forms for this Unit Goal in Nason 300)

While preparing a message, you will be able to, in writing:

1. State, in one sentence, a personal idea you are really concerned about by completing the sentence, "I strongly believe . . . ."
2. Name a particular real person you most want to understand your idea.
3. Write the main meaning you want your listener to receive (feedforward goal).
4. List your two or three main reasons for strongly believing your idea. (Those things your listener would have to understand/agree with to understand your personal idea)
5. Adapt your message to the chosen listener by:
    a. Stating four actual items of information (facts) which would be most important to know before communicating your idea to him. (ex. "He attends local sports events.")

    b. Stating in a sentence or two, why each item of information about this person is important to know by indicating how it will enable you to predict his decoding and ideation before communicating your idea.

    c. Developing your stated main reasons (#4) by adding at least 10 words for each stated item of information

    d. Explain, in a sentence or two (for each addition) how each change will increase accuracy of communication with that specific listener.
6. Choose the two most important sentences from the list in 5 which your listener should understand to fully comprehend your idea. For each sentence,
    a. Write out the sentence.

    b. Write two or more likely listener responses to the stated sentence (expectancies)

    c. Write what nonverbal feedback from your listener will indicate each likely response.

    d. Write a two or more sentence message segment (contigency) indicating exactly what you will say, to handle each expectancy listed in b.

7. Plan an introduction to your message by:

   a. Stating a specific goal for your introduction.

   b. Writing three or more sentences which will accomplish your goal.

   c. Explain in a sentence or two how the written introduction accomplishes your goal stated in a. for this specific listener.

8. Plan a conclusion to your message by:

   a. Stating a specific goal for your conclusion.

   b. Writing three or more sentences which will accomplish your goal.

   c. Explain, in a sentence or two, how the wirtten conclusion accomplished your goal stated in a. for this specific listener.

9. Write a question(s) which has at least a three-part answer (with each part of the answer longer than one word) that best indicates if your listener has fully and accurately understood your idea.

10. Write the three or more part answer.

After communicating your message, you will be able to, ihnwriting:

(When you have passed Objectives E, 1-10, arrange in Nason 300 a time to give your message.)

11. Send your message by:

   a. Communicating it in a normal conversational tone (do not read! Do not memorize!

   b. Observing and reacting to listener feedback

   c. Specifically, for the two sentences planned in 6,

   observe nonverbals indicating listener response and
   do appropriate contingencies until you receive the desired response.

(Following your message ask your question. The answers will be collected by the observer and returned to Nason 300)

12. For each sentence listed in #6,

   a. Describe the nonverbal feedback and listener's response after you first stated the sentence.

   b. Indicate what contingency or contingencies (planned in #7) you chose.

   c. Describe the nonverbal feedback after the chosen contingencies and restatement of the sentence.

   d. Interpret that nonverbal feedback.

13. Specify the accomplishment of accurate communication based on the differences between the written answers and the desired answers.

14. Specify and explain two changes in your message to increase accuracy of communication.

15. Serve as a listener to three people (you will roleplay their specific chosen listener as they will for you)

(Note: you are reminded that during the period when you send your message, you will also function as a listener for the three other people signed up to communicate with you. To fulfill this responsibility you will be expected to use appropriate listening strategies for understanding that person's idea and to continuously send natural nonverbal feedback which indicates your understanding and/or interest in the message you are listening to. You will pass this objective when the attending 'observe' reports that you have exhibited the external behaviors which indicated that you were listening and sending natural nonverbal feedback to the three message senders in your group. Remember, that you will attempt to respond to the message as would have the specific person for which the message had been prepared.)

EVALUATION CRITERIA:

All written parts must be correctly answered.
All three listeners must correctly answer your question(s).

LEARNING GUIDELINES AND MATERIALS:

For Learning S. O. 1-7; 13-15
1. Can you plan messages for specific listeners?

review: Appropriate parts of Unit III

AND

read: Selected Readings, Reading #III-6 (Lib. reserve)

For Learning S. O. 8-9
2. Can you plan introductions and conclusions for messages?

read: Selected Readings, Reading III-1, p. 5 (Lib. reserve)

AND

read: Keltner, Interpersonal Speech-Communication, pp. 338-340 (Lib. reserve)

For Learning S. O. 10
3. Do you know several basic formats for the wording of questions?

read: Selected Readings, Reading #III-5 (Lib. reserve)

For Learning S. O. 10
4. Can you relate the basic format of question structure to the responses most likely elicited by each?

read: Selected Readings, Reading #III-5 (Lib. reserve)

For Learning S. O. 10

5. Can you describe the application of the principles (learned in Unit Goal A) which increase accuracy of communication and retention to the structuring of questions?

   review: Unit III, Unit Goal A

For Learning S. O. 10

6. Can you choose from among five alternatives, the question most likely to measure achieving a stated goal and give a reason why it would be most likely to do so?

   do: Activity described in Selected Readings, Reading #III-5 (Lib. reserve)

For Learning S. O. 10

7. Can you develop a question to measure achieving a specific purpose (your feedforward goal)?

   do: Do activity described at the end of Reading III-5 Selected Readings (Lib. reserve)

For Learning S. O. 11

8. Can you describe in writing the specific answer desired from a question?

   do: Do activity described at end of Reading III-5 Selected Readings (Lib. reserve)

For Learning S. O. 12

9. Can you communicate a message in a normal conversational tone without reading or memorizing it?

   read: Selected Readings, Reading III-1, pp. 9-10

AND

   do: Activity described in Reading III-1, p. 10, "Pre-test your message."

SELF CHECK TEST E:

Review self check tests for A-D.

1. a. Write two general goals for message introductions.

   b. Write two general goals for message conclusions.

(Tests Learning Guideline 2)

2. List three basic formats for wording questions and the responses most likely elicited by each.

Question Format	Response likely elicited

(Tests Learning Guidelines 3, 4)

3. Describe in a sentence or two, the application of five of the principles for increasing accuracy and retention of communication (Obj.A) to the structuring of questions.

   a.

   b.

   c.

   d.

   e.

(Tests Learning Guideline 5)

4. Write one question for checking the achieving each of the following feedforward goals. Following each question, write the specific response desired. (Test the questions out on someone and see if you get the type of response desired.)

   a. Feedforward Goal: My listeners will understand three reasons for staying in Northeast Missouri after graduation.

      Question: ______________________________

      ____

      Desired Response: ______________________________

      ____

   b. Feedforward Goal: My listeners will understand five things I think the country needs in an elected politician.

      Question: ______________________________

      ____

      Desired Response: ______________________________

      ____

(Tests Learning Guideline 7, 8)

5. Read the following passage to three of your friends. Ask them to listen carefully to the delivery aspects of the message sending and to make specific suggestions for improvement. Practice several times by yourself. Then reread the same passage to the same three friends. Ask them to assess your improvement.

> "In Charles Schultz's popular cartoon depiction of happiness, one of his definitions has special significance for the American school system. The drawing shows Linus, with his eyes closed in a state of supreme bliss, a broad smile across two-thirds of his face and holding a report card upon which is a big bold "A." The caption reads: "Happiness is finding out you're not so dumb after all." For once, happiness is not defined as a function of material possessions, yet even this happiness is practically unattainable for the "unteachables" of the city slums. Are these children intellectually inferior? Are they unable to learn? Are they not worth the time and the effort to teach? Unfortunately, too many people have answered "yes" to these questions and promptly dismissed the issue."

(Are They Really "Unteachable"?
Carolyn Geiman)

(Tests Learning Guideline 9)

UNIT GOAL F:

To encode and send a message that will be accurately decoded by a large group of listeners.

SPECIFIC OBJECTIVES - F: (Done after passing A-E)

While adapting Unit Goal E message for 14 of your classmates, you will be able to, in writing:

1. Restate your personal idea selected for U.G.E. (I strongly believe . . .)
2. Write the main meaning you want your listeners to receive (may be the same as E-3)
3. List the two or three main reasons for strongly believing your idea (may be same as E-5)
4. Adapt your message to your 14 classmates who will be your listeners by:
    a. Stating four actual items of information (facts) which would be most important to know before communicating your idea to them (you will probably be inferring these items from your knowledge of 'college students in general'). (ex. "They have all experienced waiting in lines.")
    b. Stating, in a sentence or two, why each item of information about these classmates is important to know by indicating how it will enable you to predict their decoding and ideation concerning your message.
    c. Developing your stated main reasons (#3) by adding at least 10 words for each stated item of information.
    d. Explain, in a sentence of two (for each addition) how each change will increase accuracy of communication with that specific listener.
5. Choose the two most important sentences from the list in 4 which your listener should understand to fully comprehend your idea. For each sentence,
    a. Write out the sentence
    b. Write two or more likely listener responses to the stated sentence (expectancies)
    c. Write what nonverbal feedback from your listeners will indicate each likely response.
    d. Write a two or more sentence message segment (contingency) indicating exactly what you will say to handle each expectancy listed in b.

6. Plan an introduction to your message by:

   a. Stating a specific goal for your introduction in terms of these listeners.

   b. Writing three or more sentences which will accomplish your goal.

   c. Explain, in a sentence or two, how the written introduction accomplishes your goal stated in a. for these specific listeners.

7. Plan a conclusion to your message by:

   a. Stating a specific goal for your conclusion.

   b. Writing three or more sentences which will accomplish your goal.

   c. Explain, in a sentence or two, how the written conclusion accomplishes your goal stated in a. for these specific listeners.

8. Write a question(s) which has at least a three-part answer (with each part of the answer longer than one word) that best indicates if your listeners have fully and accurately understood your idea.

9. Write the three or more part answer.

(When you have passed Objectives F, 1-9, arrange in Nason 300 a time to give your message.)

10. Send your message by:

    a. communicating it in a normal conversational tone (do not read! do not memorize!)

    b. observing and reacting to listener feedback

    c. specifically, for the two sentences planned in 5.

       Observe nonverbals indicating listener responses and do appropriate contingencies until you receive the desired response.

(Following your message, ask your question. The answers will be collected by the observer and returned to Nason 300)

After communicating your message, you will be able to, in writing:

11. For each sentence listed in #6,

    a. Describe the nonverbal feedback and listeners' meanings after you first stated the sentence.

    b. Indicate what contingency or contingencies (planned in #6) you chose and why.

    c. Describe the nonverbal feedback after the chosen contingencies and restatement of the sentence.

    d. Interpret that nonverbal feedback.

12. Specify the accomplishment of accurate communication based on the differences between the written answers and the desired answers.

13. Specify and explain two changes in your message to increase accuracy of communication.

14. Serve as a listener to 14 people.

(Note: you are reminded that during the period when you send your message, you will also function as a listener for the other people signed up to communicate with you. To fulfill this responsibility you will be expected to use appropriate listening strategies for understanding that person's idea and to continuously send natural nonverbal feedback which indicates your understanding and/or interest in the message you are listening to. You will pass this objective when the attending observers reports that you have exhibited the external behaviors which indicated that you were listening and sending natural nonverbal feedback to the three message senders in your group. Remember, that you will attempt to respond to the message as you naturally would as this message had been prepared with you in mind.

EVALUATION CRITERIA:

All written parts must be correctly answered
90% correct answers to your question(s)

LEARNING GUIDELINES AND MATERIALS:

Review appropriate guidelines for A-E.

BIBLIOGRAPHY OF LEARNING MATERIALS FOR UNIT III

Books

Barker, Larry. Listening Behavior. Prentice-Hall, Inc., 1971
- A. Located: Library, circulation desk--2 hr. reserve
- B. Will help you attain Specific Objective D

Clevenger, Ted, Jr. The Speech-Communication Process. Scott, Foresman's 1971
- A. Located: Library, circulation desk--2 hr. reserve
- B. Will help you attain Specific Objectives C

DeVito, Joseph. Communication: Concepts and Processes. Prentice-Hall, 1971
- A. Located: Library, circulation desk--2 hr. reserve
- B. Will help you attain Specific Objective B

Holtzman, Paul, The Psychology of Speaker's Audiences, Scott, Foresman's 1970
- A. Located: Library, circulation desk--2 hr. reserve
- B. Will help you attain Specific Objective B

Keltner, John. Interpersonal Speech-Communication. Wadsworth Pub. Co., 1970
- A. Located: Library, circulation desk--2 hr. reserve
- B. Will help you attain Specific Objectives C, D, E, & F

McCroskey, James, Carl Larson and Mark Knapp. An Introduction to Interpersonal Communication, Prentice-Hall, 1971
- A. Located: Library, circulation desk--2 hr. reserve
- B. Will help you attain Specific Objectives B, D

Selected Readings

- A. Located: Library, circulation desk--2 hr. reserve
- B. Reading #III-1, "The Message to Increase Understanding" will help you attain Specific Objectives A, E, and F
  Reading #III-2, "Ants Have More Sense" will help you attain Specific Objective A
  Reading #III-3, "Analysis of 'Ants Have More Sense'" will help you attain Specific Objective A
  Reading #III-4, "Abstract of Research on Increasing Understanding" will help you attain Specific Objectives A, E, and F
  Reading #III-5, "Effective Questioning" will help you attain Specific Objective E & F
  Reading #III-6, "Message Planning" will help you attain Specific Objective E & F
  Reading III-7, "Feedforward"
  Objective C, E, & F

Cassette Tapes

- A. Located: Music Room, Library
- B. Tape III-1 "Feedforward in Message Planning" will help you attain Specific Objective C
  Tape III-2 "Transcription of Unit Lecture" will help you attain Specific Objective A-F

Name ____________________

UNIT III

Achievement Form

A-1
A-2,3
A-4,5,6

B-1
B-2,3,4,5,6
B-7,8

C-1
C-2a
C-2$_{b}$
C-2$_{c}$
C-3
C-4,5,6

D-1
D-2
D-3$_{a}$
D-3$_{b}$
D-4
D-5

E-1
E-2
E-3
E-4
E-5$_{a,b}$
E-5$_{c,d}$
E-6$_{a,b,c,d}$
E-7
E-8
E-9,10

E-11

E-12$_{a}$
E-12$_{b}$
E-12$_{c,d}$
E-13
E-14

E-15

F-1
F-2
F-3
F-4$_{a,b}$
F-4$_{c,d}$
F-5$_{a}$
F-5$_{a,b,c,d}$
F-6
F-7
F-8,9

F-10

F-11$_{a}$
F-11$_{b}$
F-11$_{c,d}$
F-12
F-13

F-14

LL 170/Heun
Unit III
Unit Goal C

FEEDFORWARD IN COMMUNICATION

(transcript and revision of Cassette Tape III-1)

Feedforward is essentially used in communication to increase the chances of you attaining your communication goals. As a fringe benefit, you'll feel much more comfortable in communication if you've planned out ahead of time the kind of things you expect to happen along the way and additional strategies which will help you accomplish your particular goal. Therefore, you'll be knowing what will likely happen and be planning for the unexpected.

The first thing I'd like to emphasize on the concept of feedforward is that attaining goals is extremely important. Let's use the comparison of sports, for example. In football, for instance, a touchdown only happens when the football is carried or thrown over the goal line. Being a bit short of attaining the goal--a couple of yards--doesn't score. The same kind of thing is true in basketball and other sports. Actually, attaining a goal is considerably more important than getting close to a goal. The same kind of thing happens in communication. Let's imagine that you are in a new town. You are supposed to meet a friend who is your ride back to school. He isn't sure that you are going to ride with him and he said he would leave at exactly 6:00 p.m. on Sunday. It is ten minutes to 6:00 and you ask a person directions. The goal of the person you're asking is to give those directions so clearly that you will understand accurately and be able to get to the place you want to. If he is successful and you understand, then it's quite likely you'll be able to find the place you're looking for. If there's some weakness in his communication or he hasn't adapted to you, or you don't accurately understand some part of his message, then you're not likely to find the place. And at 6:00 it really doesn't matter whether you were one block off or a mile off. And that's something we've probably all experienced.

Many times in our lives we really do want to explain a personal idea to our parents or someone; or to get them to understand or agree with an idea we have. This is an important part of communication and the criterion for success would be their understanding or agreement--the attainment of your goal.

In communication there are a number of concepts which help us to most efficiently attain our goals. One adapted from cybernetics is called feedforward. There are three elements in feedforward. Feedforward goals is the first element. Feedforward expectancies is the second. The third element is feedforward contingencies.

Let's describe these terms. The goal is the end result--what you want to accomplish. It will occur in the listener's mind and be their understanding or agreement. Feedforward expectancies are the listener's likely reactions to those steps along the way that will lead the listeners to the goal of their understanding your idea or agreeing with your idea. These expectancies usually come at points during your message after you have explained each main part of your idea or reason for believing it.

Contingencies are those various message segments which you plan ahead of time which you can then use to adapt to a particular listener's reactions. The contingency which you actually use is determined by the listener's reactions as indicated by his actual feedback--verbal and/or nonverbal.

For the messages you develop for Unit III your goal will be listener understanding. Therefore, the most likely expectancies will be in terms of understanding, misunderstanding, and their levels of interest and motivation. The rest of this reading discusses the three parts of feedforward in more detail and uses examples of expectancies in both messages to gain understanding and messages to change attitudes and behaviors. If you choose to go on to Unit IV, your message goal will then be to change an attitude or behavior and your expectancies will most likely be in terms of agreeing and disagreeing, as well as understanding, misunderstanding, interest, and motivation.

O.K., let's take a more careful look at these three elements. Essentially, in feedforward we're planning ahead to increase the likelihood of attaining your goals. The three elements are feedforward goals, expectancies, and contingencies.

The end result, what you want to accomplish, is the feedforward goal. The goal for the message you will prepare for this unit is to attain understanding in a listener or listeners.

Expectancies are the listener's likely reactions to your idea. They are specific estimates and are often at points following the necessary psychological main ideas which the listener must understand or agree with for him to reach the goal. They can also be things like "listener attention and interest."

The third element is contingencies. Contingencies are planned message segments to follow and handle and likely reactions to important points in your message. The choice of contingencies to actually use when sending a message depends on whether what you wanted to happen, in terms of achieving your goal, actually did happen. If for example, at the end of your introduction, your desired expectancy is that the listener will be very interested in your topic and you looked at your listener and noticed nonverbal signs--like leaning forward and eye contact--that indicated interest, the most appropriate contingency would be a transition into your first main part of the message. (This kind of expectancy would be a likely one due to the importance of attention and interest.) However, if at this important point, you noticed nonverbal signs that indicated they weren't interested--like absence of eye contact and turning their bodies away--(an undesired expectancy), you would want to do something that would increase their interest in your message. If you had planned for this possibility (i.e. planned an alternate message segment--contingency--to handle disinterest) you would be much more able to and be more comfortable in making a change to develop interest in your original message to adapt to this undesired feedback.

I'd like to briefly mention several other concepts which you've already dealt with which are directly related to your use of feedforward.

Your understandings of feedback, especially nonverbal feedback, which you gained in Units I and II are important as we consider the advanced planning for such feedback. Also, directly related to feedforward is one of the most common barriers found in communication. The use of feedforward will overcome the barrier of 'inability to use feedback for corrective purposes.'

Also, as developed strongly in all three core units, the more we know about people the better we can anticipate their reactions and choose contingencies to handle likely expectancies. For example, in Unit Goal B of this unit you listed several actual specific items of information about the listener you will be communicating with and you described how these things will influence his decoding and ideation. When you did this you were building off your understanding of 'frame of reference' and specifically knowing that the attitudes, values, and experiences of a person are very important in determining expectancies. One important attitude to know about is their attitude and perceptions of you. If their attitude is one of personal trust, they will be more likely to listen, understand, and agree.

Often parts of ideas are very difficult for particular people to understand. That is, certain unusual barriers may be involved. By knowing some of the basic attitudes and experiences of your listener, you will be better able to predict those parts of your idea that may need more full explanation.

Let's look at a specific example of contingencies. In Unit I you probably remember a cartoon in Reading 1-1. The cartoon was describing the communication process as Don was considering asking Donna to the movies. His goal was to go with Donna to the movie. When applying the concept of communication feedforward to a particular situation, five questions will probably be very valuable in assisting you. The five questions are:

(1) What is your goal? -- feedforward goal

(2) What must your listener understand or agree to before he or she will attain your goal? -- following each are likely expectancy points

(3) What listener reactions are likely after each of these expectancy points -- feedforward expectancies

(4) What feedback messages will indicate that the expectancies have happened?--listener feedback messages

(5) How will you adapt to each of the likely listener reactions? -- feedforward contingencies

Back to Don and Donna--Question 1: What is your goal? Answer: Donna going with Don to the movies. Question 2: What must your listener agree to or understand before he or she will attain your goal? Answers: (a) if she's available, (b) hasn't seen the movie, and (c) would like to see this movie. Answering question 2 Don has applied what he knows about Donna in choosing these three conditions for her decision. He then plans questions to ask her about these three conditions. After each question is an important point--or fork in the path of his planning.

These are the points where he will adapt to her reactions. Question 3: What listener reactions are likely at each of these points? Possible answers: at point (a) Donna could be free, not be free, or have plans she would be willing to break. For each point, Don would indicate the preferred or desired reaction which would best help his goal attainment. Don plans out his expectancies of Donna's reactions in this way:

Desired Expectancy at point one -- Donna is free Friday night.

Desired Expectancy at point two--- Donna hasn't seen this movie.

Desired Expectancy at point three -- Donna would like to see this movie.

Assuming that Donna likes Don and if all of these three desired expectancies are met, Donna is very likely to accept and go to the movies with Don (his goal).

Question 4: What feedback messages will indicate that the expectancies have happend? Possible answers: there will be verbal agreement or disagreement as feedback to indicate her reactions. He also plans to listen for vocal emphasis which might tell him more about how she feels about each point.

Question 5: How can he adapt to the feedback messages: Possible answers: Take #1 for example, ... Don has planned that if Donna says she is free Friday night, he will make a transition to question #2. This transition which is his first contingency (Contingency 1) would be said as follows, "This afternoon I was downtown and passing the Kennedy Theatre and noticed that the movie, "Hamlot" was showing . . . " However, if her verbal feedback is that she isn't free, he plans to ask her if she has another time free. His second contingency would be to say, "Well, the movie will be showing until next Wednesday. Are you free for Saturday?" He also plans that if her reason for not being free doesn't seem an important one and if vocal emphasis suggests that she might change plans, he will encourage her to change her plans so she will be free Friday. (Contingency 3). This would be said, "There are two showings, one at 6:00 and one at 9:00. Could you possible complete your other plans by 9:00?" It is reasonable to infer that Don will be more apt to attain his goal and to feel more comfortable about undesired feedback, if he has already planned ahead of time how he will adapt to that feedback . . . Don would then plan such alternatives for each expectancy--always preparing for alternative possible responses by Donna.

Reviewing Don's situation briefly: the goal is to go to the movie with Donna. He decides there are three important expectancy points which would lead Donna to accept his invitation. He plans his message in such a way that his expectancies are possible responses to his message at each important point. And he predicts the feedback he will receive which indicates that she is responding positively. He also, however, plans contingencies to handle any undesired or slightly different responses than expected. As a result of his planning he is more likely to accomplish his goal and feel comfortable in doing it. (Note: see attached "Sample Feedforward Form", p. 7)

Let's look at one more example where the feedback would not be verbal and therefore it would be much more difficult to know if your expectancy was actually accomplished. Realistically speaking, most human communication would involve both verbal and nonverbal feedback. In some situations like sermons, formal classroom lectures where no interruptions are involved, the main type of feedback will be nonverbal. Most people are somewhat less skillful at interpreting nonverbal feedback--body position, hands on hips, eye contact, verbal emphasis, etc. Through your study in Unit I, you should be better at this than most people you will interact with.

Let's say I want you to understand why I strongly believe that we must have compulsory birth control (goal). I next consider what it would be important for you to understand-accept to accurately understand my idea. I decide that if you will agree with me that there are too many people in the world, you will be more likely to agree with my main idea. Secondly, if you will agree that the more people we have the more problems we have, you will be more likely to accept my idea. These then would be my two important things you would have to agree with. At each of these points my expectancy would be to have you agree with them. Knowing something about you and your experiences, I probably could predict if you would agree at each expectancy point after a brief explanation and statement of each idea. Based on my predictions, I would plan a contingency for each possible reaction. For example, a reaction of hostility, or doubt... Perhaps hostility would be indicated by hands on hips and lessening of eye contact. Physical signs that might indicate doubt might be knit brows or a puzzled look. If you agreed, physical signs might be nodding and leaning forward. Then depending on the physical signs you actually sent following the statement of the main idea, I would use the contingency segment of my message which would respond to that received feedback. Contingencies are used until the desired expectancy has occurred.

Here's how it might work. I first give some examples and reasons why I believe that there are too many people in the world and then say "so you probably agree with me that there are too many people in the world." At this point I desire agreement and look to you for your feedback. Your feedback is hands on hips which implies your reaction is hostility. I now use the message segment planned to cope with your possible reaction of hostility. I would carefully have planned out how to say this. If after the message segment and restatement of the idea, your reaction is nodding of your head, I infer agreement and my contingency is a transition to the next idea--more people cause more problems. If instead, your feedback is knit brows, I infer you are still not in agreement and are doubting the idea. My contingency would then be the message segment planned to cope with doubt. After that message segment, I would relate my idea and if I see nodding, I'd use the agreement contingency. If, however, no apparent feedback is given, then the contingency would be a message segment to encourage feedback. I would continue using planned message segments until receiving the desired feedback, signifying that my listener--you--are now reacting positively.

Having achieved the goal of your understanding why I believe in compulsory birth control so strongly, I might then set a goal to have you understand my particular suggestion for such a program. To achieve that I decide you would have to understand my program and understand how it will overcome the current problems. I would then develop each point or part of my idea and attempt to predict your reactions after developing them verbally and nonverbally to you. My expectancies would probably be in terms of your interest and understanding or misunderstanding. Having also predicted feedback which would indicate each likelihood I would continue using appropriate message segments until I got the desired reaction of understanding. By planning in this way and following through as I send my message, I am more apt to achieve my goal and feel comfortable in doing so.

In summary, let's quickly review what's important. Planning ahead before sending messages in a vital part of accurate communication. It will enable you to use the feedback you receive for corrective purposes and by doing so increase the chances that you will achieve your communication goal. Such preplanning is called feedforward, and includes the following three parts: Goals--what you want to accomplish; Expectancies--the listener's likely reactions at important points in your message; and Contingencies--alternate message segments which you plan ahead of time which you use to adapt to a particular listener's reactions. The three work together in terms of your knowledge of the specific listener.

On the following page is a sample of feedforward planning.

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SAMPLE FEEDFORWARD FORM

(Statement of Main Idea 1:) (optional--used in "deductive" approach) Data and analysis of population and population growth compared with natural resources indicates that there are too many people in both the U.S. and in the world.

Actual words of development and explanation of Main Idea 1: Population in rural farming areas like NE Missouri is decreasing as young people go to cities for higher paying jobs.When they arrive, they are greeted with traffic jams and other indications of overpopulation - too many people. Paul Ehrlich of Stanford University has carefully studied population growth and natural resources and is convinced in his book, The Population Bomb that the U.S. natural resources can support 150 million people and we already have over 200 million. This analysis indicates that the U.S. has too many people.

Many countries of the world have less natural resources than the U.S. and more population growth. The United Nations predictions indicate that the current world population of over 3.3 billion people will more than double to 6.8 billion by the year 2000 - in just 30 years. The well-to-do countries like the U.S. and Western European countries are predicted to go from .9 billion to 1.4 billion -- a 50% increase but the underdeveloped countries are predicted to go from 2.4 to 3.4 - an increase of 125% so you can see why I say that.

Statement of Main Idea 1: "There are too many people in the world"	Likely (Nonverbal Feedback Responses*	Expectancies* (likely reactions of the listener)	Actual Contingencies
	1) (Desired Feedback) nodding of head and leaning forward	1) (Desired Expectancy) There really are too many people in the world (agreement)	1) "Now that we've agreed that there are too many people let's look at several of the results of the population size."
	2) hands on hips lessening of eye contact	2) Every human life is is important - there are never too many people. (hostility)	2) "I would agree that every person alive is valuable. But as more and more people are born our styles of life change for the worst. The quality of living will go down as...
	3) knit eye brows and forehead	3) I'm really not sure that there are too many people in the world. (doubt)	3) "Let's review the highlights: Paul Ehrlich said 150 million was the maximum safe U.S. population. It is now over 200 million and predictions indicate about 300 million by 2000."

*Note: the categories of likely feedback and expectancies would be reversed in planning stage

UNIT IV

CHANGING ATTITUDES AND BEHAVIOR

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UNIT GOALS

After completing this unit, you will be able:

A. to understand the stability of attitudes and behaviors.

B. to understand the change of attitudes and behavior.

C. to set an attainable change in behavior to result from your message.

D. to analyze specific listeners and to adapt messages to them.

E. to plan messages to change behavior.

F. to attain the goal of changing a behavior in others.

INTRODUCTION

As you achieved the goals of previous communication units in this course, you have undoubtedly realized the central role of persuasion in most communication attempts. In the broadest sense of the term, all communication is persuasive. That is, in most communication your goal is to influence others' behavior, directly or indirectly.

Persuasion, as purposeful communication to lead a person to a desired behavior, serves as a basic tool for man to adjust to his environment and to adjust his environment to him. In societies where physical force is not the main motivator, verbal persuasion is the main facilitator for social change and/or maintenance.

Understanding the persuasive process is vital since it is so much a part of every individual's life. Every day, each of us tries to influence someone's attitudes or we are influenced by someone else's attempt to change our attitudes. This persuasion occurs on all levels of communication.

This Unit attempts to present materials which if adapted to specific persuasive goals, should help you to be more successful in your persuasive attempts. It will also assist you in becoming more critical in your evaluation and response to persuasive messages directed to you.

DEFINITIONS

Attitude	A complex set of learned commitments or evaluations of people, ideas, and things that we observe in the external world which influence almost all behavior. The attitude has personal meaning for the individual and is made up of three parts: the cognitive dimension, the affective dimension, and the action tendency.
Effect of Persuasion	A change in attitude(in terms of changes in cognition, affect, and action) leading to, and inferred by, a change in behavior.
Persuasion	The dynamic, purposeful process of leading a person to do a desired behavior.
Point of View	The set of interrelated attitudes which predispose an individual to react to a specific 'referent'--often in a predictable way.
Reference Group	A group to which an individual belongs, or wishes to belong, which serves as a basis for his attitudes.
Self-Concept	The awareness an individual has of his own being and functioning.

UNIT GOAL A:

To understand the stability of attitudes and behavior.

SPECIFIC OBJECTIVE A:

You will be able to, in writing:

1. State a definition of 'attitude', specifying its three parts.

Given a written description of a situation, you will be able to, in writing:

2. State what behavior you wolld do in that situation.
3. State what relationships the stated behavior would have to your relevant attitude(s).
4. Describe the three parts of one of your relevant attitudes.
5. Describe the salience of the attitude stated in #4.
6. Describe the interconnectedness of the attitude stated in #4 with your self concept and one other attitude.
7. State two reasons why the attitude stated in #4 is likely to remain the same.
8. State two reasons why the behavior statd in #2 is likely to be repeated.

EVALUATION CRITERION: Because of the importance of understanding the stability of attitudes and behavior, all eight parts must be correctly answered.

LEARNING GUIDELINES AND MATERIALS:

FOR LEARNING S.O. A-1

1. Do you know a definition of attitudes?

Read: DEFINITIONS, Unit VI, p. 2

FOR LEARNING S.O. A-3,2

2,3. Do you know the typical relationships between attitudes and behaviors?

Read: McCroskey, Introduction to Interpersonal Communication, pp. 54-55; 73(Lib. reserve)

FOR LEARNING S.O. A-4

4. Do you know the three components of attitudes?

Read: DEFINITIONS, Unit VI, p. 2

and

Read: Selected Readings, Reading # VI-1, pp. 19-21 for samples

FOR LEARNING S.O. A-5,6

5,6. Do you know the structure of attitudes?

Read: Selected Readings, Reading # VI-1, pp. 3-5.

FOR LEARNING S.O. A-7

7. Do you know why attitudes tend to remain the same?

Review: Unit II, B-4

and

Read: McCroskey, pp. 64-66; 74-75(Lib. reserve)

or

Read: Holtzman, The Psychology of Speaker's Audiences, pp. 73-79. (Lib. reserve)

or

Read: Selected Readings, Reading # VI-1, pp. 3-5(Lib. reserve)

FOR LEARNING S.O. A-8

8. Do you know why behaviors tend to be repeated?

Read: Keltner, pp. 201-205(Lib. reserve)

and

Review: Unit II, B-3

SELF CHECK TEST A:

1. Write a definition of attitude, specifying the three parts.

(Tests Learning Guideline A-1

2,3-State, in a sentence, the typical relationships between attitudes and behavior.

(tests Learning Guideline 2,3)

4a. Name the three basic elements of an attitude.

4b. Write an attitude you have, regarding communication in your family. Indicate the three components of the attitude

4c. Given that attitude, list three or more behaviors you are likely to do.

(tests Learning Guideline 4)

5a. Draw the 'magnetic field' representation of the structure of attitudes.

6. Using the above drawing, write a two sentence summary of how attitudes are structured(referring to salience and interconnectedness with the self concept and other attitudes)

(tests Learning Guideline 5,6)

7. State two reasons why attitudes tend to remain the same.

1.

2.

(tests Learning Guideline 7)

8. State two reasons why behaviors tend to be repeated.

1.

2.

(tests Learning Guideline 8)

UNIT GOAL B:

To understand the change of attitudes and behavior.

SPECIFIC OBJECTIVE B:

Given one of the behaviors described in Specific Objective A(A-3) and one related attitude(A-5), you will be able to write:

1. A one or two sentence description of how the attitude(A-5) was learned.
2. A one or two sentence description of how the behavior(A-3) was learned.
3. A one or two sentence description of two methods for changing the relevant attitude.
4. A one or two sentence description of two methods for changing the behavior.
5. The answers to four multiple choice questions predicting changes of attitude after messages.

EVALUATION CRITERION: Because of the importance of understanding attitude and behavior change, all five parts must be correctly answered.

LEARNING GUIDELINES AND MATERIALS:

FOR LEARNING S.O. B-1

1. Do you know how attitudes are learned?

Read: McCroskey, Introduction to Interpersonal Communication pp. 61-63(Lib. reserve)

and

Read: Selected Readings, Reading # VI-1, pp. 2-3(Lib. reserve)

FOR LEARNING S.O. B-2

2. Do you know how behaviors are learned?

Read: McCroskey, pp. 61-63(Lib. reserve)

FOR LEARNING S.O. B-3

3. Do you know how attitudes are changed?

Read: McCroskey, pp. 66-69(Lib. reserve)

and

Read: Clevenger, The Speech-Communication Process, p. 112; 146-48 (Lib. reserve)

FOR LEARNING S.O. B-4

4. Do you know how behaviors can be changed?

Read: McCroskey, p. 73(Lib. reserve)

and

Read: Keltner, Interpersonal Speech-Communication, p. 198(Lib. reserve)

and

Read: Selected Readings, Reading # VI-1, p. 3(Lib. reserve)

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FOR LEARNING S.O. 5

5a. Do you know that changes in attitude are likely to decrease with time?

Read: McCroskey, pp. 74-5,(Lib. reserve)

5b. Do you know that the effects of a message on attitudes can increase at a later time?

Read: Scheidel, Persuasive Speaking, p. 21(Lib. reserve)

SELF CHECK TEST B:

1. State three ways in which attitudes are learned.
   1.
   2.
   3.

(tests Learning Guideline 1)

2. State several ways in which behaviors are learned.
   1.
   2.

(tests Learning Guideline 2)

3. State several ways in which attitudes can be changed.
   1.
   2.

(tests Learning Guideline 3)

4. State several ways in which behaviors can be changed.
   1.
   2.

(tests Learning Guideline 4)

5. State two ways that attitude change is potentially related to time.
   1.
   2.

(tests Learning Guidelines 5)

UNIT GOAL C:

To set an attainable change in behavior to result from your message.

SPECIFIC OBJECTIVE C:

Given the description of an interpersonal communication situation, you will be able to, in writing:

1. State, in one sentence, the behavior you want your listener to do after hearing your message.
2. State, in one sentence, the three components of an attitude which most likely will lead to the behavior you want the listener to do.
3. Justify, in two or more sentences, the attainability of the behavior stated in #1 and indicate how you will know that the desired behavior has occured.

Given the description of a one-to-many communication situation, you will be able to, in writing:

4. State, in one sentence, the behavior you want your listeners to do after they hear your message.
5. State, in one sentence, the three components of an attitude which most likely will lead to the behavior you want the listeners to do.
6. Justify, in two or more sentences, the attainability of the behavior stated in # 4 and indicate how you will know that the desired behavior has occured.

EVALUATION CRITERION: Because of the importance of setting attainable goals in persuasion, all six parts must be answered correctly.

LEARNING GUIDELINES AND MATERIALS:

FOR LEARNING S.O. C-1,4

1. Can you state in writing the desired behavioral outcome of a persuasive message?

   Read: Selected Readings, Reading # VI-1, p. 7(Lib. reserve)

FOR LEARNING S.O. C-2,5

2. Can you state in writing the attitude more likely to lead to a given desired behavior?

   Read: Selected Readings, Reading # VI-1, pp. 7-8(Lib. reserve)

FOR LEARNING S.O. C-3,6

3. Can you justify a persuasive goal in terms of if it is attainable given the specific circumstatces it is sent in?

   Read: Selected Readings, Reading # VI-1, p. 7(Lib. reserve)

SELF CHECK TEST C:

I. Your roommate is a very messy person. You are not obsessed with neatness, but you are determined to get her(him) to be more neat. You decide to talk to him between dinner and his night class (about 15 minutes).

1. State, in one sentence, the behavior you want your roommate to do after hearing your message.

   ____

2. State the three components of the attitude which will most likely lead him(her) to do the desired behavior.

3. Explain in one or more sentences how that attitude will lead to the desired behavior.

4. Justify in two or more sentences the attainability of your goal.

II. You have been determined to get the Student Senate to fund an Ecology Workship($200.). You have been recently asked to speak to the Senate on that issue for approximately five minutes.

1. State in one sentence the behavior you want the senate to do after hearing your message.

2. State the three components of the attitude which will most likely lead the members to do the desired behavior.

3. Explain in one or more sentences how that attitude will lead to the desired behavior.

4. Justify in two or more sentences the attainability of your goal.

(tests all Learning Guidelines)

UNIT GOAL D:

To analyze specific listeners and to adapt messages to them.

SPECIFIC OBJECTIVE D:

Given the description of a communication situation, you will, in writing:

1. Describe a specific listener by listing six specific bits of information about him.
2. Describe the three components of the listener's current attitude.
3. Describe the differences between the current attitude and the desired attitude.
4. List three likely barriers in the listener.
5. List one strategy for overcoming each stated barrier.
6. Describe in one or more sentences, how the strategy will overcome the barrier.

EVALUATION CRITERION: Because of the importance of analyzing and adapting to specific listeners, all six parts must be answered correctly.

LEARNING GUIDELINES AND MATERIALS:

1a. Do you know the value of listener analysis?

Read: Holtzman, The Psychology of Listeners' Audiences, p. 14 (Lib. reserve)

1b. Do you know several of the basic ideas of listener analysis?

Read: Holtzman, p. 2(Lib. reserve)

FOR LEARNING S.O. D-1

1c. Can you list six specific bits of information about a listener which are useful in determining his current attitude?

Read: Selected Readings, Reading # VI-1, pp. 8-9(Lib. resrrve)
and
Review: Unit IV, B

FOR LEARNING S.O. D-2

2. Can you determine the current state of the desired attitude in your listeners?

Read: Selected Readings, Reading # VI-1, pp. 8-9(Lib. reserve)
and
Review: Unit IV, B

FOR LEARNING S.O. D- 3

3. Can you state in writing the differences in cognitions, affective components, and action tendencies between the desired attitude and the current attitude?

Read: Selected Readings, Reading # VI-1, p. 9(Lib. reserve)

FOR LEARNING S.O. D-4

4a. Can you list several general barriers to accomplishing your goal?

Read: Selected Readings, Reading # VI-1, p. 16(Lib. reserve)

FOR LEARNING S.O. D-4

4b. Can you anticipate likely barriers for a particular listener(s) and a particular message?

Do: The activity described in Self-Check Test D

FOR LEARNING S.O. D-5,6

5,6. Do you know how to handle the likely barriers?

Read: Keltner, Interpersonal Speech-Communication, pp. 210-12 (Lib. reserve)

and

Read: Karlins and Abelson, Persuasion. pp. 5-40(Lib. reserve)

SELF CHECK TEST D:

1. State, in one sentence the value of listener analysis.

(tests Learning Guideline 1a)

2. State several of the basic ideas of listener analysis.

(tests Learning Guideline 1b)

3a. Given the first situation described in Self Check Test C(your roommate):

a. Describe the difference between the current attitude and the desired attitude.

b. List three likely barriers in your roommate.

1.

2.

3.

c. List one strategy for overcoming each barrier.

1.

2.

3.

d. Describe in one or more sentences how the strategy will overcome the barrier.

1.

2.

3.

3b. Given the second situation described in Self Check Test C(Student Senate):

a. Describe the differences between the current attitude and the desired attttude.

b. List three likely barriers in the senate members

1.

2.

3.

c. List one strategy for overcoming each barrier.

1.

2.

3.

d. Describe in one or more sentences how the strategies will overcome the barriers.

1.

2.

3.

(tests Learning Guidelines 2-6)

UNIT GOAL E:

To plan messages to change behavior.

SPECIFIC OBJECTIVE E:

Given the description of a general persuasion situation, you will be able to, in writing:

1. Describe, in a sentence or two, a specific, likely example of the situation in your own life.
2. State a persuasive goal(in terms of behavior change) for the situation described in E-1.
3. Complete a "motivated sequence" to achieve the goal stated in E-2(at least three sentences for each step).
4. Justify each step, in a sentence or two.
5. Explain which step would be most emphasized in this situation by stating its relationship to the listener's responding behaviors.

EVALUATION CRITERION: Because of the importance of sending effective messages, all five parts must be correctly answered.

LEARNING GUIDELINES AND MATERIALS:

1. Do you understand the Motivated Sequence as a strategy to attain persuasive goals?

   Read: Selected Readings, Reading # VI-1, pp. 13-18(Lib. reserve)

2. Can you develop appropriate attention in a persuasive message?

   Read: Keltner, Interpersonal Speech-Communication, p. 206(Lib. reserve)
   and
   Read: Selected Readings, Reading # VI-1, p. 14(Lib. reserve)
   and
   Do: Activity described in Self Check Test E-8

3. Do you know a definition for "need" in persuasive messages?

   Read: Keltner, pp. 203-5(Lib. reserve)
   and
   Read: Selected Readings, Reading # VI-1, pp. 10-11; 14-15(Lib. reserve)

4. Can you distinguish betteen a "need" and a "need to" in persuasive messages?

   Read: Selected Readings, Reading # VI-1, pp. 10, 14(Lib. reserve)

5. Can you choose an appropriate need for a particular listener?

   Read: Keltner, pp. 202-3(Lib. reserve)
   and
   Read: Selected Readings, Reading # VI-1, p. 10(Lib. reserve)

6. Do you know the value of flexibility of message planning in order to adapt to message contingencies?

Read: Keltner, p. 210(Lib. reserve)

and

Read: Holtzman, pp. 32-33(Lib. reserve)

and

Review: Unit IV-B,C

7. Do you know how feedforward expectancies relate to the steps of the Motivated Sequence?

Read: Selected Readings, Reading # VI-1, p. 14(Lib. reserve)

8. Can you do the Motivated Sequence?

Do: Activity described in Self Check Test E-8.

SELF CHECK TEST E:

1. State in a sentence or two the goal of the Motivated Sequence in of the listener.

(tests Learning Guideline 1)

2. State three ways for developing appropriate attention in a message using the Motivated Sequence?

   1.

   2,

   3.

(tests Learning Guideline 2)

3. Define "need" in the Motivated Sequence.

(tests Learning Guideline 3)

4. State, in one or more sentences, the difference between a "need" and a "need to" in the Motivated Sequence.

(tests Learning Guideline 4)

5. State an appropriate listener need in each of the following persuasive situations.

   a. Your goal is to persuade your father to lend you $50. for school expenses, expenses, especially for books.
   Listener Need: ______________________________

   b. Your goal is to persuade your roommate to take a study break and go to the union.
   Listener Need: ______________________________

(tests Learning Guideline 5)

6. State in one sentence or more, the value of flexibility of planning for persuasive messages(in terms of listener response)

(tests Learning Guideline 6)

7. State, in a sentence or two, the relationship of feedforward to the steps of the Motivated Sequence.

(tests Learning Guideline 7)

8. Choose one of the situations give in Self Check Test E-5(father or roommate) Complete the motivated sequence below to attain the stated goal. Use at least three sentences for each step.

ATTENTION STEP;

NEED STEP:

SATISFACTION STEP:

VISUALIZATION STEP:

ACTION STEP:

UNIT GOAL F:

To attain a goal of changing a behavior in others.

SPECIFIC OBJECTIVE F:

You will be able to:

1. State a specific, self-chosen persuasive situation.
2. Complete a listener analysis form for the listener specified in F-1. (the form is found on p. 20-21 of Reading # VI-1)
3. List one strategy to overcome each barrier stated in the listener analysis.
4. Complete a Motivated Sequence form to attain the goal specified in the listener analysis(F-2). (the form is found on p. 22 of Reading # VI-1)
5. State how you will know if the behavior has been done(and/or attitude changed)
6. Send your persuasive message, and do check stated in # 6 to determine change.
7. After sending your message, analyze your results by:
    a. stating two feedback messages received while sending the message.
    b. assessing whether you achieved each step of the Motivated Sequence by comparing the physical signs received with those anticipated.
    c. providing support for the occured change in behavior and/or attitude.
    d. evaluate the degree of your success in achieving the stated change.

8. State two changes to be made in the message as a result of feedback received during and after the message.

EVALUATION CRITERION: Because of the importance of being able to change behavior, you must achieve the behavior change(and/or attitude change which would lead to the behavior).

LEARNING GUIDELINES AND MATERIALS:

1,2. Can you complete a listener analysis form for a specified listener?

Review: Unit VI, Unit Goal D

3. Can you develop strategies to overcome barriers in listeners?

Review: Unit VI, Unit Goal D-8

4. Can to do a Motivated Sequence to achieve a specific persuasive goal?

Review: Unit VI, Unit Goal E

5,6. Can you send a message in such a manner that it will be understood by your listeners?

Review: Unit IV, Unit Goal F

7.. Can you analyze the results of messages in terms of feedback?

Review: Unit IV, Unit Goal G

8. Can you alter messages based on feedback received during and after sendin

Review: Unit IV, Unit Goal H

SELF CHECK TEST F:

1. State a specific, self-chosen persuasive situation.

2. Get an listener analysis form and a Motivated Sequence form from Nason 300. Complete these and the remaining objectives for Specific Objective F.

(tests all Learning Guidelines)

BIBLIOGRAPHY OF LEARNING MATERIALS FOR UNIT VI

Books

Clevenger, Ted, Jr. The Speech-Communication Process. Scott, Foresman, 1971
   A. Located: Library, circulation desk--2 hr. reserve
   B. Will help you attain Specific Objective B

Holtzman, Paul. The Psychology of Speaker's Audiences, Scott, Formsman, 1970
   A. Located: Library, circulation desk--2 hr. reserve
   B. Will help you attain Specific Objectives A and D

Keltner, John. Interpersonal Speech-Communication. Wadsworth Pub. Co., 1970

   A. Located: Library circulation desk--2 hr. reserve
   B. Will help you attain Specific Objectives A, B, D, and E

Karlins and Abelson, Persuasion, 2nd ed. Springer Pub. Co., 1970

   A. Located: Library, circulation desk--2 hr. reserve
   B. Will help you attain Specific Objective D

McCroskey, James, Larson and Knapp. An Introduction to Interpersonal Communication, Prentice-Hall, 1971

   A. Located: Library, circulation desk--2 hr. reserve
   B. Will help you to attain Specific Objectives A and B

Scheidel, Thomas, Persuasive Speaking, Scott, Foresman 1967

   A. Library, circulation desk--2 hr. reserve
   B. Will help you attain Specific Objective B

Selected Readings

A. Located: Library, circulation desk--2 hr. reserve
B. Reading # VI-1, "Communication as Persuasion" will help you attain all objectives.

UNIT V

PROBLEM SOLVING THROGH DISCUSSION

UNIT V

PROBLEM SOLVING THROUGH COMMUNICATION

UNIT GOALS:

After completing this unit, you will be able to:

A. Understand the components of a problem-solving process.

B. Solve a self-chosen problem individually.

C. Analyze one's own problem-solving process and product.

D. Understand interpersonal dimensions of a group problem-solving process.

E. Select the best solution to a group-chosen problem by group interaction.

F. Analyze a group's problem-solving process and product.

INTRODUCTION:

Hardly a day passes without our having to face and resolve a large number of problems. For example: A family owns only one car. The father must get to and from work, the mother needs to drive to a church meeting, the son wishes to go to the beach, and the younger child wants to be driven to a friend's house. What sort of schedule can satisfy everyone's needs? . . . A student is not doing as well as he would like in his school work. The end of the semester is only three weeks away. What would be the best way to improve his functioning in school during that time period? . . . And the list could go on and on. Usually we manage to resolve most of the problems that face us. Many times, however, we realize that we forgot to consider an important variable or for some other reason decided on a solution that did not fully solve the problem or a solution that introduced new problems in our lives.

This unit will assist you in developing skills which will allow you to efficiently and effectively solve problems. As a great deal of our life will also likely be spent in problem solving with others -- whether in a more organized committee or a family determined to find meaningful solutions together -- this unit will be directly toward developing skills in problem solving through communication with others. You will be applying all of the communication skills you attained in the core communication units.

Also, we all know that 'experiencing' something does not always lead to 'learning.' One may go to the golf links with some regularity, but hitting a ball over and over again does not automatically improve one's stroke. We usually associate experiences which result in learning to be followed by some type of evaluation. Therefore, this unit will also assist you in developing skills which will allow you to evaluate your problem-solving; whether done alone or in a group.

DEFINITIONS

Agenda:	A format for process which assists efficient progress toward a goal without eliminating important considerations.
Brainstorming:	A technique of cooperative group thinking used to stimulate the production of ideas and facilitate their expression. It involved a free-wheeling of contributions of new ideas (or combinations and improvements on previously stated ideas) with no evaluation permitted.
Criteria:	Standards by which something can be evaluated (in group discussion they are most often used to evaluate solutions)
Games:	Patterned interaction to attain personal goals.
Group:	A collection of two or more individuals, consciously or unconsciously aware of each other, interacting, in pursuit of a common goal(s), in such a way that the existence of the many is utilized for the satisfaction of some need in each.
Group Consensus:	Agreement of all group members on a particular point.
Group Discussion:	A collection of two or more individuals who consciously identify with each other, interacting dynamically toward the pursuit of a common goal(s), chiefly through the medium of oral communication, in such a way that the existence of the many is utilized for the satisfaction of the needs of each.
'Hidden Agenda':	Individual goals not openly identified, which an individual attempts to direct the group toward.
Leadership:	Any action which exerts an influence on a group, regardless of its source.

Unit Goal A: To understand the components of a problem-solving process.

Specific Objectives:

You will be able to, in writing:

1. State, in a sentence or two, two reasons why the use of an organized, yet flexible process-agenda is functional in group problem-solving.

2a. List the six major components of a problem-solving process (major steps).

b. State, in one sentence for each, the overall goal for each component listed in a.

3. Given a list of five discussion questions.

   a. Select the question which is most likely to promote open and productive problem solving

   b. Justify your choice by applying the five guidelines for wording a discussion question.

4. Given a randomly ordered list of criterion statements and solution statements.

   a. Circle those statements which are criteria.

   b. State, in a sentence or two, on what basis you differentiated between criteria and solution statements.

5. Given a stated problem question, a list of criteria for solving the problem, and a list of suggested solutions.

   a. choose the 'best' solution.

   b. justify, in a sentence or two, your choice of the 'best' solution.

6a. Define 'brainstorming'

b. State, in a sentence or two, how brainstorming is used in problem solving.

EVALUATION CRITERION: All written answers must be correct.

LEARNING GUIDELINES AND MATERIALS:

1. Do you know why the use of an organized, yet flexible process-agenda is functional in group problem solving?

   read: Selected Readings, Reading #V-1, p. 2

2a. Can you list the major components or steps, of a problem-solving process?

   read: Selected Readings, Reading #V-1, p. 3

2b. Can you state the overall goal of each major component, or step, of a problem-solving process?

   read: Selected Readings, Reading #V-1, pp. 3-6

3. Can you identify a discussion question which is most likely to promote open and productive problem solving by applying five basic guidelines for wording a discussion question?

   read: Selected Readings, Reading #V-1, p. 4

4. Can you identify criteria for solving a problem? Can you differentiate criteria from solutions?

   read: Selected Readings, Reading #II-5, p. 2 (review from Unit II)

   and read: Selected Readings, Reading #V-1, pp. 5-6

   and read: Keltner, Interpersonal Speech-Communication, pp. 157-8 (Lib Reserve)

5. Can you choose a 'best' solution, given a problem-question and a list of criteria?

   read: Keltner, pp. 157-8 (Lib. Reserve)

   and

   do: State an article of clothing which you are most in need of at this time. List three criteria, standards for judging possible solutions, for your problem of the lack of a particular article of clothing. Go to a store which sells the article you most need. Choose the most appropriate specific article of clothing based on 1) will it fill your need, that is, does it solve the stated problem; and 2) does it meet your criteria better than other possibilities?

   Take along a friend and have him(her) evaluate your choice based on your need and your stated criteria. Ask your friend if he(she) agrees it is a 'best' solution.

6. Can you define brainstorming? Do you know how it is used in problem solving?

   read: Unit V, Definitions, p. 2

   and

   read: Selected Readings, Reading #V-1, p. 6

Unit Goal B: Solve a self-chosen problem individually

Specific Objectives:

You will be able to, in writing:

1. Describe, in two or more sentences, a self-chosen problem for which you already have basic information.
2. Phrase a problem-solving question which is most likely to promote open and productive problem solving.
3. Solve the problem by completing a process-agenda for the first five component steps of the problem-solving process.

EVALUATION CRITERION: All written answers must be correct.

LEARNING GUIDELINES AND MATERIALS:

1. Can you phrase a problem-solving question which is most likely to promote open and productive problem solving?

review: Unit Goal A, Learning Guideline 3 (Unit V)

and

read: Selected Readings, Reading #V-1, p. 7 "Sample discussion agenda" for a sample

and

do: Phrase the following problem areas into problem-solving questions which are most likely to promote open and productive problem solving: (Compare your phrased questions with others working on this objective. Does it meet the five guidelines for wording a problem-solving question?)

Should student teaching be lengthened to a full semester?

____

____

Should the voting age be lowered to 18?

____

____

The Vietnam War?

____

____

2. Can you solve a self-chosen problem for which you already have basic information by completing a process-agenda?

Review: Unit Goal A, Unit V

and

read: Selected Readings, Reading #V-1, pp. 4-8 for comment and a sample

and

do: Choose a problem you are now facing. Word a problem solving question which will lead to open and productive solutions. Complete a process-agenda culminating with choosing a 'best' solution to your problem.

Unit Goal C: to analyze your own problem-solving process and product

Specific Objectives:

You will be able to, in writing, analyze your answers to Unit Goal B by:

1. State, in several sentences, how your phrased problem-solving question meets the five guidelines for phrasing a problem-solving question.

2. Justify, in a sentence or two (for each) that your stated criteria are specific standards for judging solutions.

3a. Justify your choice of a 'best' solution by showing that it a) solves the problem, and b) meets your stated criteria.

b. Justify your rejection of all other suggested solutions by showing that they a) would not solve the problem, and/or b) did not meet the stated criteria.

4. Evaluate your achievement of your stated goal by referring to your use of a process-agenda: awareness-ventilation; description; analysis; proposals, and selection.

EVALUATION CRITERIA: All written answers must be correct.

LEARNING GUIDELINES AND MATERIALS:

1. Can you evaluate a stated problem-solving discussion question by applying the five guidelines for wording a problem-solving question?

review: Unit Goal A, Learning Guidelines 3 (Unit V)

and

do: Evaluate each of your reworded questions developed for Unit Goal B, Learning Guidelines 2. Compare your evaluation with another learner working on this objective.

2. Can you evaluate stated criteria for a solution to a problem by determining if they are a) specific, and b) standards for solutions?

review: Selected Readings, Reading II-5, p. 2

and

Keltner, pp. 157-8

and

do: Evaluate the criteria determined for Unit Goal B, Learning Guideline 3, determining a) if they are specific enough so that any three people, understanding the problem, would have the same meaning for them, and b) if they are standards for solutions as defined in the reading and used in Unit II, Unit Goal C.

Check your evaluation by having two other learners working on this objective a) read your problem-question and goal, b) read your stated criteria, and c) choose the solution which is 'best'

Is your chosen 'best' solutions were not the same, discuss why. Try to clarify criteria until the same choice would be made.

Unit Goal D: to understand interpersonal dimensions of a group problem-solving process.

Specific Objectives:

You will be able to, in writing:

1a. List two participant responsibilities which you feel you would have most difficulty achieving in group problem solving.

b. State, in one sentence for each, why it would be difficult for you personally to achieve each responsibility listed in a.

c. State, in a sentence or two for each, how you could overcome each stated difficulty in a discussion.

2a. List two nonverbal cues which would indicate that a group member was not actively 'involved' in the group problem-solving process.

b. List two techniques for involving inactive group members in problem solving.

3a. Define group consensus in a problem-solving discussion.

b. State at what places in the problem-solving process, consensus facilitates problem solving.

c. Justify in a sentence or two, your answer in 3b.

4. Answer correctly two multiple choice questions regarding solving communication barriers in group discussion (where asked, give the principle or reason which led you to choose the answer you did).

5. Define leadership in group problem solving discussions.

6. Answer correctly a multiple choice question on determining whether a single leader or shared leadership is more appropriate in a given situation. (Justify your choice).

7. Answer correctly one multiple choice question on resolving conflict in discussion (Justify your choice).

8. Given a description of communication interaction in a problem solving discussion:
   a. State, in a sentence or two, your goal for feedback in this situation.
   b. Choose an appropriate type of feedback (Directive; nondirective)
   c. State exactly what you would say and/or do to achieve your feedback goal.

EVALUATION CRITERION: All written answers must be correct.

LEARNING GUIDELINES AND MATERIALS:

1. Do you know individual participant responsibilities in a group problem-solving discussion? Can you identify and overcome individual problems in accomplishing member responsibilities?

   read: Selected Readings, Reading #V-1, pp. 9-10

and

   do: Practice interpersonal interaction skills in casual interaction with friends.

2a. Can you identify nonverbal cues which would indicate active and inactive involvement in group problem solving?

review: Unit I, Unit Goal C

2b. Can you list two or more techniques for involving inactive group members in problem solving?

read: Selected Readings, Reading #V-1, p. 13

3a. Can you define group consensus in group problem-solving?

read: Unit V, Definitions, p. 2

and

read: Selected Readings, Readings #V-1, p. 4

3b,c. Can you identify the places in a problem-solving process where consensus would facilitate problem solving?

read: Selected Readings, Reading #V-1, pp. 4, 11.

4. Can you resolve communication barriers which occur in problem-solving group discussions?

review: Unit I, Unit Goal 3

and

read: Selected Readings, Reading #V-1, pp. 9-13

5. Can you define leadership in group problem-solving discussions?

read: Unit V, Definitions, p. 2

and

read: Selected Readings, Reading #V-1, p. 10

6. Can you determine whether a single leader or shared leadership is more appropriate in a given problem-solving situation?

read: Selected Readings, Reading #V-1, pp. 10-11

7. Do you know how to resolve conflict in group problem-solving discussions?

read: Selected Readings, Reading #V-1, p. 12

8. Can you plan appropriate feedback in group problem solving?

Review: Unit II, Unit Goal D

and

read: Selected Readings, Reading #V-1, pp. 9-13

Unit Goal E: To select the best solution to a group-chosen problem by group interaction.

Specific Objectives:

In an initial meeting with group members, the group will:

1. Select a discussion problem which all members agree can be solved by the group (enough information available; time; member experience)
2. Phrase a discussion question concerning the chosen problem which will lead to open and productive discussion

(Have the above checked by an instructor before going on.)

Group members will each individually:

3. Prepare an individual process agenda covering steps 1-5 of the problem-solving process (one or more members of the group may choose to follow through with implementation as an individual project) (forms in Nason 300)

(Have the above checked by an instructor before going on.)

In problem-solving sessions, group members will collectively:

4. Solve the stated problem question (concluding with step five of the process agenda)
5. Each member will accomplish two leadership tasks during the discussion.

EVALUATION CRITERIA: Phrased question meets guidelines; all agenda questions answered in such a way that the problem can be solved; the chosen solution solves the problem and meets group criteria; members do the leadership behaviors.

LEARNING GUIDELINES AND MATERIALS:

1. Can you select a discussion problem which all members agree can be solved by the group?

   do: Prior to the initial discussion meeting consider potential topics that you have adequate personal experience to deal with. Check the library and other appropriate sources to see if adequate information is available.

2. Can you phrase a discussion question which will lead to open and productive discussion?

   review: Unit V, Unit Goal A, S.O. 3

3. Can you prepare an individual process agenda for a given discussion question?

   review: Unit V, Unit Goal B

4. Can you solve a problem question by group interaction?

   review: Unit V, Unit Goal A-D

and

   do: In casual interaction with others practice those interaction skills which you feel will be most difficult for you.

5. Can you accomplish leadership tasks during a group problem-solving discussion?

   review: Unit V, Unit Goal D, Learning Guidelines 6, 7

and

   read: Selected Readings, Reading #V-1, pp. 10-13

and

   do: In casual interaction with others practice those leadership skills which are appropriate for group problem-solving discussions.

Unit Goal F: To analyze a group's problem solving process and product.

Specific Objectives:

You will be able to in writing:

(this will be done prior to instructor evaluation of group product)

1. State, in several sentences, how the group's phrased question meets the five guidelines for phrasing a problem-solving question.

2. Justify, in a sentence or two (for each) that the group's criteria are specific standards for judging solutions.

3a. Justify the group's choice of a 'best' solution by showing that it a) solves the problem, and b) meets the stated criteria.

b. Justify your rejection of other solutions by showing that they a) would not solve the problem, and/or b) did not meet the stated criteria.

4. Evaluate your group's achievement of its stated goal by referring to its use of a process-agenda: awareness ventilation; description; analysis; proposals, and selection.

5. Evaluate your participation by the following:

   a. Describe and justify, in a sentence or two, your accomplishment of two leadership tasks during the group discussion.

   b. Comment, in a sentence or two, on your handling of the two member responsibilities listed in D-1 which you predicted would be most difficult for you to accomplish

EVALUATION CRITERION: All answers must reflect understanding of the appropriate standards for requested evaluations.

LEARNING GUIDELINES AND MATERIALS:

Review appropriate earlier portions of Unit V

PROBLEM SOLVING THROUGH COMMUNICATION

INTRODUCTION:

Man is a social animal. He spends much of his life with other people in groups--for a variety of purposes. In some he is more goal oriented, with interpersonal interaction being only a means to that end. In other groups, he is mainly concerned with the interpersonal interaction with those belonging to the group.

Effective interaction within a group requires that a person be sensitive to his own behavior and its effects as well as responsive to the behavior and effects of others. You will improve your effectiveness when interacting with others by applying the knowledge and understanding gained in the core communicaton units you have already passed. For example, trying to understand another's assumptions and planning your feedback in ways appropriate for you and the group's goal(s).

To be effective in a group also requires that a person is aware of the problems and issues confronting the group as a group. We can better understand groups and how they function if we first examine the characteristics which all groups have.

CHARACTERISTICS OF SMALL GROUPS:

A group is a collection of unique individuals. Groups are made up of individuals who affect the character of the group and who are in turn affected by the group. You come to the group a unique person and you adjust your uniqueness as far as you have to, or care to, in order to remain a member. The varied combinations of individual interests, abilities, personalities, etc. lead to varied group functioning.

A group develops structure. No group exists without some kind of structure. Group structure involves the leadership and influence system, the patterns of roles which the members take,and the patterns of affection. Certain individuals, because of initial or earned status or prestige, assume responsibility for certain functions in the group. Individuals in the group tend to assume roles which they "play" more or less consistently.

A group develops group norms. Norms are stable and predictable patterns of interpersonal relationships. They are usually established by custom, leadership, or are gradually developed by the group. Examples of norms may be standards of acceptable productivity, acceptable communication patterns (who may talk to whom, under what circumstances, how things may be said, etc.), acceptable methods and procedures (seating) etc.

Groups vary in Cohesiveness. Groups vary in their attractiveness to their members. The attractiveness of a group depends upon such properties as its size; goals; programs; type of organization; status in the community; its recognition and satisfaction of the individual's need for security, recognition, etc. Highly cohesive groups are characterized by more friendliness, greater loyalty, less friction, more "we-ness," etc.

Groups vary in sociability: Some groups are primarily concerned with friendliness among group members, such as a conversation at a party. Others are primarily concerned with task-accomplishment, such as a business conference.

Groups establish group goals. Groups form in order to satisfy the needs of the members. A group will probably be productive to the extent that individual members feel that they can agree with the group goals. Individual member goals are most likely to agree with the group goals in highly cohesive groups.

GROUP DISCUSSION:

Small group discussion is a particular type of group functioning using oral communication as its major form of interaction. Group discussion is used when a specific goal can best be reached by the interaction of several, rather than a single person.

It is important to carefully consider whether group discussion is the appropriate method for reaching specific goals. Much time is spent in committee meetings doing tasks that could be better delegated to individuals. Several reasons which would make group discussion more functional are: when many fresh ideas are needed, when different points of view are needed, when time is not an essential factor, or when a group of people must act on or comply with the decision to be reached.

Two vital aspects of group discussion are 1) the process by which the group goal is reached, and 2) interpersonal interaction among members.

GROUP PROCESS:

The typical goals for task-oriented groups are learning and problem solving. The success of such groups is usually defined in terms of the degree to which the specific goals were met by the group and the quality of the product. In learning, the group goal is usually to describe and understand a problem. The goal condition of a problem solving discussion group is the development and implementation of a 'best' solution.

Research concerning productive discussion groups suggests that an organized (yet flexible) process for discussion (called an agenda) increases the likelihood that a group will teach its goals most efficiently, while not overlooking vital considerations.

On the following page is a suggested process agenda. The steps of this process are based on the Deweyian development. They are descriptive of how productive discussions function, rather than prescriptive of discussion behavior. That is such a process is not meant to be followed necessarily 'to the letter.' It suggests areas of consideration for the group. After group members are familiar with such a process, each specific group would investigate the unique interaction between themselves and the discussion topic question to decide which steps and/or parts of steps are functional in terms of accomplishing their group goal.

As most productive discussions are characterized by 'pre-discussion' individual preparation: it is usually helpful to determine the question ahead of time and allow time for the individual members of the group to prepare an individual agenda. This is often done by a designated leader or by the group at an early meeting.

DISCUSSION AGENDA FORMAT

Problem Question:

I. Awareness-Ventilation (The group attempts to clarify the goal of the group: establish atmosphere and format)

What is the specific group goal?
Are there any specific pitfalls we as a group, should avoid?
  --problem-oriented?
  --attitude-oriented (individual member attitudes)
What procedures for participation will best lead to our goal?
  --meeting, time, place, format, seating, etc.
  --leadership

II. Description (The group attempts to pinpoint the nature and extent of the problem)

What terms within the 'problem question' need to be defined and/or clarified?
What is the present situation?
  --current policies, who's involved; what's happened?
How serious is it?
  --is it widespread? affect other problems?

III. Analysis (The group attempts to discover why the problem exists and to formulate standards by which solutions can be judged?)

Why did the present situation develop?
What are the basic causes of the problem?
What specific criteria must the solution meet?

IV. Proposals (The group attempts to suggest possible solutions)

What are all possible solutions? (brainstorming)

V. Selection of 'best' solution (The group attempts to select the 'best' solution)

What are the advantages and disadvantages of each solution?
  --Will it solve the problem? Does it get at causes? strengths and weaknesses?
What solution best meets the criteria?

VI. Implementation (The group attempts to discover strategy for implementing the solution--consider persuasion/communication theory)

How can the chosen solution be put into action?
  --who's involved? timing?
What obstacles may come up to hinder implementation?
What strategies are most likely to overcome the obstacles?

DISCUSSION AGENDA - COMMENTS:

Before the discussion begins, the problem question should be worded in such a manner as to promote open and productive discussion, leading to group consensus on the decision. This is especially important in problem-solving groups. The following guidelines will be helpful in phrasing problem questions:

1) The problem should be stated in the form of a question.
(This encourages inquiry rather than advocacy)

Ex. What should an instructors' policy be toward absences?
instead of -- Absence Policy

2) The problem-question should be limited in scope.
(Consider time, resources, and member skills)

Ex. What role should students play in selecting their courses?
instead of: What is the student's role in campus affairs?

3) The problem-question should be many-sided.
(avoid yes-no questions; don't state a solution in the question)

Ex. How should the president of the U.S. be determined?
instead of: Should the electoral college be abolished?

4) The problem question should be unbiased.
(avoid emotion-arousing terms)

Ex. What should U.S. policy be toward the Vietnam War?
instead of: How can we resolve the illegal, inhumane war in Vietnam?

5) The problem question should be clear and concise:
(avoid unnecessary and vague terms)

Ex. What should be the FCC's policy toward TV news editing?
instead of: How can we control broadcasting?

Consensus is an important concept to consider before looking at the steps of the discussion process more closely. Consensus means agreement. In a group problem-solving discussion consensus specifically means that situation when everyone in the group agrees on a given group decision. This is the overall goal of the group--to reach consensus on a 'best' solution. In order to facilitate this, it is functional to move toward group consensus at every step before moving on to the next. For example, make sure everyone agrees on the definition of terms before moving on. This and other points of consensus are important because it is then much more likely that all members will agree on a chosen 'best' solution. But, if a member disagreed on how the terms were defined, the group might actually have to go back to that step in order to achieve group consensus on the decision...Perhaps the most crucial point for consensus is when the group determines criteria for choosing the 'best' solution. Consensus then saves time and works out disagreements along the way. If it is achieved at each step along the way, there should be agreement as to the 'best' solution.

Awareness-Ventilation by a discussion group sets the pace for the entire discussion. It is during this time that a group establishes relationships and sets communication patterns. Much of this is done unintentionally as individuals react to each other and establish their roles. It is vital at this early stage that each member of the group makes an oral contribution to the group. Research has shown that if a person hesitates to get involved at this early stage, he will be less likely to communicate later. It is valuable for all members to be aware of this -- not only to make sure you communicate yourself at this stage, but to assist another person if necessary. This is an important leadership task. The goal for this phase of discussion is to set a clear goal, get to know each other, find out how everyone feels about the question, and set procedures for reaching the goal.

The group moves into the Description phase of problem solving when they begin to ask 'what's the situation now?' Before leaving this phase of discussion the group should be sure they have fully investigated the current situation.

When the group feels confident that they have fully described the present situation, they move on to analyzing it--asking why the situation developed and setting up standards for choosing solutions. Analysis is one of the most important phases of discussion in problem solving and one that may take up much of the group's time. It is vital to get at the most basic causes--to keep asking 'why.' We too often spend our time dealing with symptoms rather than causes. If this is the case the problem is most likely to reoccur. For example, let's say a student is trying to solve a problem of low grades. He decides he spends too much time at the union and chooses the solutions of spending more time at the library. Most likely he will find himself wasting time at the library and/or working harder and not getting better grades. Time could be a basic cause, but it is often only a symptom. By asking 'why do I spend so much time at the union,' he may likely get back to more basic reasons--displeasure with courses, feeling of inadequacy, worry with personal problems, etc. which are the real focus of the problem. Only by dealing with these, will he be likely to raise his grades.

You have already developed skills in using criteria to evaluate others messages. In this unit you will adapt your understanding of criteria--as standards of judgment--to evaluating solutions to problems. Again we are asking the question, 'what standards must a solution (or message) meet to be acceptable?' Criteria can be stated in question or statement form. For example, "Our solution must not cost more than $100." or "Does our solution cost more than $100.?" In terms of making the criteria as definite as possible, it is often more helpful if the group states their criteria in statement form so that they become a checklist for evaluating solutions. Most of us use criteria when we are about to make an important decision whether its choosing the 'best' date, car, or course to take. For example, before you buy a used car you probably would make a list of requirements (criteria) for finding the 'best' car for you. You might include: 1) it must have a radio, 2) it must not cost over $450., 3) it must not have any rust on the body, and 4) it must not have over 20,000 miles on it. Realizing that you may not be able to meet all your criteria in one car, it is helpful to rank your criteria in terms of which is most important. So you may decide that you would put the radio as the last criteria and would accept a car if it had all other things. As you go to look at various cars you would then evaluate each car by your criteria and choose the one that best met your criteria. Criteria are then functional in helping a person make most decisions. However, they take on additional importance when the 'best' solution will be determined by a group. It would be similar if a husband and wife were choosing a car. Much time, effort and disagreement could be avoided if they determined criteria before going out and looking. If they clearly define criteria, reaching consensus on a 'best' car for them will be much more easily reached.

After the group has fully analyzed the problem and established clear criteria (the standard being--do all group members interpret them in the same way), they attempt to offer all possible solutions to solve the problem. The great challenge here is to avoid being tied to 'typical' solutions that have been offered in the past. To assist cooperative thinking by groups which result in the production and many and different possible solutions, the technique of brainstorming was developed. Brainstorming is a process of temporarily suspending the critical analysis of ideas and quickly suggesting as many possible solutions as the group members can think of. The following rules are carefully followed:

1) no criticism of ideas is allowed.
2) 'free-wheeling' is encouraged.
3) quantity of ideas is the objective.
4) building off and combining earlier offered ideas is encouraged.

A relaxed yet alert attitude in participants produces the best results. The group should be sure someone is writing down the solutions suggested. In summary, Brainstorming encourages creative development of many solutions to the problem. During the process no concern should be given to the practicality etc. of any given solution. Ideas should be verbalized quickly with no evaluation at that time by other members or the person offering the idea. Each member will likely bring potential solutions as a result of his pre-planning; but hopefully the group product will reflect more than what the individual members brought to the discussion. It will also reflect their creative interaction during the process of problem solution.

After developing as extended a list of potential solutions as is possible, the group begins to examine each solution by asking: 1) does it solve the problem, and 2) does it meet the criteria. In doing so the group will be looking at advantages and disadvantages for each. Some may be quickly discarded. If, however, the group has reached consensus during each phase of problem solving and developed clear objectives, choosing the 'best' solution or combination of solutions should not be a difficult task.

The final step--that of implementation--may well be a most crucial one for a given problem. It is here that a group considers the practical concerns of putting the 'best' solution into action. First, describing who and what will be involved. Finally, discovering the barriers to putting it into action and planning strategies to overcome those barriers. Strategies would include the utilization of effective communication skills.

On the following two pages is a sample discussion agenda prepared by an individual prior to participating in a group discussion. It does not represent a full and complete agenda but attempts to suggest the kinds of considerations which would be included in such pre-planning.

Note: an agenda is most helpful if prepared in short phrase form rather than complete sentences. This style makes your ideas much more accessible for quick contribution to the group. It is also important to indicate sources for your information on an agenda. This also provides easy reference in case a group member requests your source for a given comment.

PARTIAL SAMPLE DISCUSSION AGENDA

Problem-Question: What should NMSU's policy be toward class attendance?

I. Awareness-Ventilation

Specific Group Goal:

to formulate a policy on attendance which can be offered to the Dean of Students for inclusion in the college catalog, faculty handbook, and other official publications.

Potential pitfalls - with attitudes and/or problem itself:

our group may not know faculty point of view
I personally had a grade cut due to absences and am opposed to attendance records
We may not be representative of how most students feel on the issue

Participation procedures:

shared leadership most productive
informal participation
review-summarize each step before moving on to ensure consensus
each will keep own progress record

II. Description

Terms to be defined:

'policy' - suggested action (flexible as determined by instructor)
'class' - includes all organized instruction.

Present 'policy':

"The college feels that class attendance is essential to the welfare of every student. Each instructor should indicate his attendance regulations to each class . . The instructor should notify the Dean of Student Affairs Office if a student misses three successive class meetings," (*Faculty Handbook*, 1969, p.2)

Symptoms:

high number of class cuts (indicate source here)
student dissatisfaction
procedure of validating excuses is full of loopholes
time-consuming for instructors

Seriousness-relationship to other areas:

effects student attitude toward class
often used as a major criteria of grades
encourages student falsification of excuses
learning theory indicates . . .

III. Analysis

Why did it develop causes?:

administrative lack of faith in student judgment and motives
lack of student judgment and motivation
administrative unawareness of learning theory
lack of re-evaluation of old policy, etc.

Specific criteria for solution:

a solution must not necessitate more than _______ minutes of in-class time
a solution must be justified by - 'it increases student learning' etc.

IV. Proposals

All possible solutions:

unlimited cuts
no cuts allowed; reported to Dean after 3
a determined number allowed - additional lead to grade reduction
one cut per semester hour
cut determined by year in school, etc.

V. Selection

(It is suggested that you complete this sample agenda as a self-check and compare with other learners)

INTERPERSONAL INTERACTION

In problem-solving discussions productive and satisfactory interpersonal interaction is vital to the groups movement toward its goal. Each of the skills you developed in the core communication units will be important here. Accurate communication is basic to effective problem solving and is achieved through applying our understandings of process, meaning, nonverbals, barriers, and an open understanding of ourselves to our functioning as sending and receiving communicators. Sending clear messages both as initiators and feedback is basic.

Following are suggestions of responsibilities for participants of problem-solving discussions which are necessary for effective interpersonal interaction:

--The discussion should take place in a physical and social setting conducive to effective group interaction and critical thought. Although a group may not always have control over such arrangements, they can attempt to work within a given situation in such a way that interaction will be encouraged. For example, it is strongly suggested that seating is arranged so that each member can comfortably see and hear all other members. A circle is ideal. If this is not possible, seat less active members in the dominant positions to encourage interaction.

--There must be a permissive atmosphere (free climate) within which dynamic participation can take place. This is usually established early during the discussion. Get on a first name basis with all members and use first names often. Each member should:

express his personal feelings and feel free to subject your beliefs to the inspection of others

be informal and relaxed

respect other's feelings and ideas

don't pressure others to agree with you

--Participation must be active and dynamic--not passive. Each member should be willing to share his experience and knowledge and participate without needing urging. This also means knowing when additional comment or adding one more personal experience would not be necessary for group progress. Be careful not to dominate so that others don't have opportunities to participate.

--Members must understand and accept group rules and goals.

--Members should assist in developing group cohesiveness. Try to honestly 'like' the members of the group and to become personally involved with the goals and needs of the group and its members.

--Members must each work to achieve the maximum degree of consensus consistent with their own integrity of belief. A crucial part of this process is verbalize your disagreements and questions as they come up. Don't hang back and wait until the time has come for a decision to express doubt as to the group's assessment of the causes of the problem.

--There must be an atmosphere of integrity. Participation should be marked by frankness.

--Members must have mutual respect for the opinions of others. This does not mean agreeing with them. Productive problem-solving is based on questioning others views, not accepting them unquestioned. But this should be done with respect for other opinions.

--Members must have adequate knowledge. Think through your question ahead of time in terms of preparing an agenda. Research, read, question, as is necessary, to answer the appropriate sub-questions.

--Members must adopt a critical attitude toward the quality of discussion and group thought. This means having an honest desire to think reflectively. Be willing to:

challenge other's ideas in a way that won't create defensiveness (Dont' accept opinions without asking for supporting evidence!!)

examine your own personal opinions and prejudices; question all facts and ideas

change your beliefs and decision when facts and reasoning show them to be less appropriate

suspend decision-making until all available facts, opinions, etc. have been gathered.

--Members must share responsibility for the group process and product. Leadership skills will be discussed later in the reading. It is important that each member be willing to accept leadership responsibilities when necessary. If you see a member being edged out of the discussion, take the responsibility of getting him back in. Don't wait for another member to question Joe's comment that "No student wants to have someone tell him when to have a paper done!" Jump in yourself. It takes all members working together to make a discussion productive.

Interpersonal interaction in a problem-solving discussion group then is a means to an end. It calls for each member to apply appropriate communication skills and accept appropriate responsibilities for membership in such a group.

One of the important aspects of interpersonal functioning in a problem-solving group is the exercise of leadership. Leadership will be considered here, however, not as a particular person doing things to move a group. Leadership is defined as any action which exerts an influence on a group, regardless of its source.

LEADERSHIP:

Considering leadership as any action which exerts influence on a group, it becomes obvious that most likely during any given discussion each member will fill a leadership function at some time. Actually there are sound advantages for working with 'group-shared' leadership rather than appointing a 'single' leader. The important factor is that leadership functions are vital to moving a group toward its goal. The choice of the type of leadership for a particular group should be made based on the characteristics of that group, such as: individual needs and abilities of members, characteristics of the task, size of the group external pressures, such as time, etc. Following are suggested advantages of each type of leadership:

Advantages in having a single leader:

It satisfies the desire for a figurehead.
It is faster in terms of reaching the goal.
Members know more clearly where they stand; with a single leader, the responsibility for getting something done is fixed.
External details and arrangements are easier.
There is proper division of labor; people should do what they are skilled in doing.
Discipline can be easier to maintain.
If handled properly, there is someone to act impartially.
If procedural problems are taken care of, the group can concentrate on the problem.

Advantages of 'group-shared' leadership:

It draws upon the total leadership talent of the group.
It will elicit greater involvement in group interaction.
Barriers to communication decrease as status decreases.
Self-discipline is more effective (for many) than that from authority
There is free flow among members - more direct interchange rather than through a leader.
Maximum opportunity for development of leadership attributes in all.
All can participate - with a single leader, he is limited in his own participation.
There is less likelihood that someone or something will be overlooked.

Some groups have found it valuable to use a combination of the above approaches to handling the leadership function called a 'leader in reserve.' That is, although everyone agrees to handle the responsibility collectively, a single member agrees to assume total responsibility if necessary. However it is handled, leadership functions are important in facilitating process matters and interpersonal matters. Following is a suggested list of important leadership functions in both areas with potential options for handling the responsibility.

Leadership in Process Matters

1. Initiating discussion

   --get each member of the group to contribute at the very beginning
   --assist in concrete goal setting
   --get members to state personal feelings on topic

2. Making agenda suggestions

   --act as time keeper, when appropriate
   --determine when a step has been adequately handled and help group move on (see summarizing)
   --make sure there is consensus at each step before moving on
   --work toward consensus at each step

3. Clarifying

   --point to relationships between what members are saying
   --rephrase comments for greater clarity
   --request some to explain comments more fully

4. Promoting creative and critical thinking

   - --contribute fresh ideas
   - --provoke original thought in others (pose thought-provoking questions)
   - --critically evaluate the ideas of others
     - ask for support for inferences
     - check assumptions
   - --give concrete examples of generalizations

5. Summarizing

   - --indicate progress of the group frequently. Don't let a group go for long without knowing what they've accomplished. This is also a good way to check for consensus. For example,

     "Are we all agreed that the basic causes for the problem are . . . . . ."

   - --verbalize consensus both as positive reinforcement and as an opportunity for people to question.

Leadership in Interpersonal Interaction

1. Climate-making

   - --establish informality
   - --provide emotional support; develop a supportive climate and help keep members off the defensive!
   - --determine when motivation begins to lag and suggest a break or alternative activity to get members back in the mood. If it's an ongoing group, perhaps stopping that session is in order
   - --handle conflict constructively

   There are two general types of conflict: task conflict and interpersonal conflict. Whatever type you must deal with remember conflict is the heart of problem-solving and therefore is normal. It helps to avoid quick agreement when there actually is none.

   When there is honest task conflict, it is suggested that you attempt to change the level of the disagreement from:

   Level of assertion, to: (statement of personal opinion)
   Level of reasoning, to: (including reasoning behind opinion)
   Level of evidence, to: (including support for reasoning)
   Level of values, to: (identifying assumptions underlying opinion)
   Level of group goals (compromise to achieve group goals)

   Interpersonal conflict is not always easily recognized. Try to avoid it by climate setting. Analyze group members when possible beforehand and use seating, allocation of positions of responsibility, climate making to avoid problems. Also, keep members from idea possessiveness. Don't let evaluation of contributions include evaluation of the person who suggested it. If conflict occurs, try:

   - --get at the source of the problem and talk it out if possible, or
   - --divert the group from the conflict or
     - translate tactless remarks into impersonal terms
     - have group move on
     - call recess
   - --if necessary, restrict the hostile individual
     - move to using parliamentary procedure (avoid if possible)

2. Regulating Participation

--draw out the less active members. It is usually better to assist them by asking "Sandy, would you agree with Mark's comments about student participation?" rather than "Sandy, wouldn't you like to say something?"

Do this often during the initial steps of the discussion and it will be more and more likely that this person will become more active on their own. Watch for nonverbal cues which will help you to identify superficial involvement.

--prevent people from monopolizing the discussion. Sometimes very talkative members need to be controlled. Even if their suggestions are very good, it was apparently decided that many heads were better than one, so all should be involved. Try such comments as:

"May we hear from some who haven't expressed an opinion?"
"Excuse me, Joe. Before you continue, may I ask if anyone has a comment on the point you just made?"
"Jim, since we only have a few minutes left, could you summarize your remarks briefly so we may hear what the others think?"

--don't let yourself as leader (if you are a single leader) monopolize the discussion. Encourage members to talk to each other. Don't let all contributions be made through you.

Developing discussion leadership skills are valuable and challenging. You are encouraged to use the sources indicated in the bibliography to read further on this area. Especially recommended in the area of handling conflict is Barnlund and Haiman, The Dynamics of Discussion.

EVALUATION OF DISCUSSION:

Because learning goes beyond experience, it is valuable for groups to evaluate their functioning so that the skills involved can be improved, and so they are sure their product was a 'best' one.

Evaluation should be centered around movement toward the group goal and examining those factors, both process and interaction, which facilitated or hindered such progress. Several approaches to evaluation are suggested below:

In-progress evaluation Essentially this type of evaluation involves a group pausing in-progress toward its goal to ask, 'Is our current process most productive' 'can our process be improved' 'how do we feel about the discussion' 'can atmosphere be improved to facilitate progress' . . . This type of evaluation becomes increasingly valuable in terms of the duration of the group membership. It is crucial for any ongoing group to make periodic evaluations of its progress.

Post evaluation This type of evaluation consists of asking whether the goal was reached. Each step of the process is briefly considered, perhaps after some lapse in time, to check its thoroughness. If a group identifies a degree of lack of success, asking why (process and interaction) will help to avoid future problems and improve current product.

Within both approaches to evaluation, structured and unstructured evaluation is helpful, often a combination is best. That is, a group could ask its members to react to the total experience or a specific questionnaire getting at process and affect considerations could be administered and then discussed.

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COMMUNICATION AS PERSUASION

Heun

Persuasion, as purposeful communication to lead a person to a desired behavior, serves as a basic tool for man to adjust to his 'environment' and adjust his 'environment' to him. In societies where physical force is not the main motivator, verbal persuasion is the main facilitator for social change and/or maintenance. Consider, for example, the persuasive attempts by the American Cancer Society to change peoples' attitudes toward smoking, the persuasive attempts of politicians attempting to change attitudes of young voters, persuasive attempts to change attitudes toward the use of birth control methods, or the persuasive attempts of politicians to maintain peoples' attitudes toward the democratic way of change in government.

Understanding the persuasive process is vital since it is so much a part of every individual's life. Every day, each of us tries to influence someone's attitudes or we are influenced by someone else's attempt to change our attitudes. This persuasion occurs on all levels of communication. An example of intrapersonal persuasion would be the process of leading yourself to work at an A pace in this course. An example of interpersonal persuasion would be the process of your leading someone else to work at an A pace in this course. What can be done to increase the likelihood that people(including yourself), whose attitudes you are trying to change, will actually be influenced.

This reading attempts to present materials which if adapted to specific persuasive goals, should help you to be more successful in your persuasive attempts. It would also be valuable for you to relate this material to your role as listener. By considering this reading from a listener's point of view, you will be better able to evaluate and respond appropriately to persuasive attempts directed to you.

You have studied the basic elements involved in the ways people react to messages as you achieved the goals of Units I-IV. An assumption which was developed in those units was that the listener's 'point of view'(his attitudes, which function as assumptions.and connotative and denotative filters) was the basic factor determining how a person interprets and responds to a message.

Therefore, in terms of the outcome of a persuasive message, it is the listener's interpretation of your message(the way he sees it), rather than the message itself, which leads to his response.

The listener, therefore, plays an active role in determining whether he will actually be persuaded. So, to understand and accomplish persuasion it is vital to understand attitudes, which are the basis of an individual's point of view.

In Unit II you considered some basic factors concerning attitudes, their development and influence on communication. This reading will summarize and extend your understanding of attitude development and factors involved in attitude change, listener analysis, and suggestions for adapting message structure to specific persuasive attempts.

Attitude Formation

Attitudes are developed in one(or more) of the following ways and have their origin in these sources: 1) in the child-rearing experiences of the first five or six years of life from the parent-child relationship; 2) by association between individuals or the informal and formal groups met with in later life; and 3) from unique and isolated experiences or similar experiences repeated throughout life. (Brown, 39)

Attitudes act as stimuli which lead an individual to think and sometimes to act in a specific way. They are learned as a result of previous rewards or punishments, satisfying or unsatisfying experiences, success or failure; usually in interaction with other people(Brown, 37-8). For example, if you were consistently punished for being unfriendly or impolite to your grandparents, you might think, "I should respect old people."

An individual's attitude-forming experiences occur within a cultural context. Parents try to teach their children, directly or by example, the various role expectations and related attidues which are appropriate in that culture or subculture. This has been called mediated social-cultural influence("The way they think it is"). In later life the developing individual further shapes his attitudes by what has been called a direct social-cultural influence("The way he sees it"). In more complex cultures (and/or subcultures) attitudes themselves are more complex(Berelson, 559).

Attitudes originating in an earlier period through imprinting continue to be influential in a later period(Berelson, 559). One of the reasons is that these earlier attitudes are the basis for reacting to later experiences. If these reactions are reinforced, the attitudes will be strenthened.

As a child grows up he usually grows away from parental influence (to the extent that he comes into contact with new ways of life, new social groups, new community environments, snd so on)(Berelson, 564). For example, when you came to college, most likely you changed some of the attitudes you had previously learned about college(like how hard or easy it was going to be). Research has suggested that among young people, the more important the subject of the attitude to them, the more likely they are to go along with their peers rather than their parents(Berelson, 566).

As developed in Unit II, people hold attitudes in harmony with their group memberships and identify with those group attitudes(Berelson, 566). For no matter how may groups we belong to, we take out standards most often from such groups. Where membership in a reference group is important to the individual, the group opinions are more firmly held and more resistent to change(Martin, 273). Also the more important an issue is within a particular group, the more closely its members will agree in their attitudes(Berelson, 568).

The more complex, ambiguous or unpredictable the consequences of an attitudes are for an individual, the more he relies on group ties as the basis for decisions(Berelson). Within a group, attitudes are particularly subject to the influence of the most respected and prestigious member(often called the 'opininn leader'). Also, the more personal contact among members of a group, the more likely they will agree on attitudes(Berelson, 568).

When an individual differs with a group over an attitude that is important to him, he tends to seek out social support from people congenial to his new position.(Berelson, 569) This can be seen in the tendency of many college students to move away from high school cliques toward college-orennted groups which hold ideas more like his own.

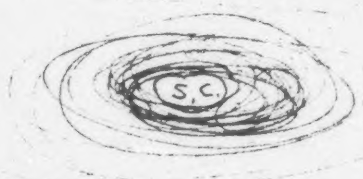
It is generally found that the more similar a person's environment is(in terms of the point of view of those he associates with), the more intensely he holds his attitudes and the more likely he is to act on them.

Considering people in general, there seems to be little development of attitudes that are independent of parental, group membership, or cultural influence and are instead based on totally 'objective' or 'rational' analysis of information and ideas(Berelson, 574). Can you name one of your attitudes that is based on your own objective analysis?

Attitude Structure

Each attitude an individual has is usually related to his other attitudes as his experience expands. This is called attitude structuring. As was indicated earlier, attitudes are extremely important to the persuader becasue it is a person's attitudes that lead him to behave in a certain manner. Therefore, if we want to change his behaviors, we must change the attitude related to that behavior. An understanding of attitude structuring is also vital to the persuaser because this gives important information regarding the position of a particular attitude in the individual's total frame of reference. Knowing this position and related attitudes will make clear many of the obstacles he must overcome in order to change the attitude he is focusing on.

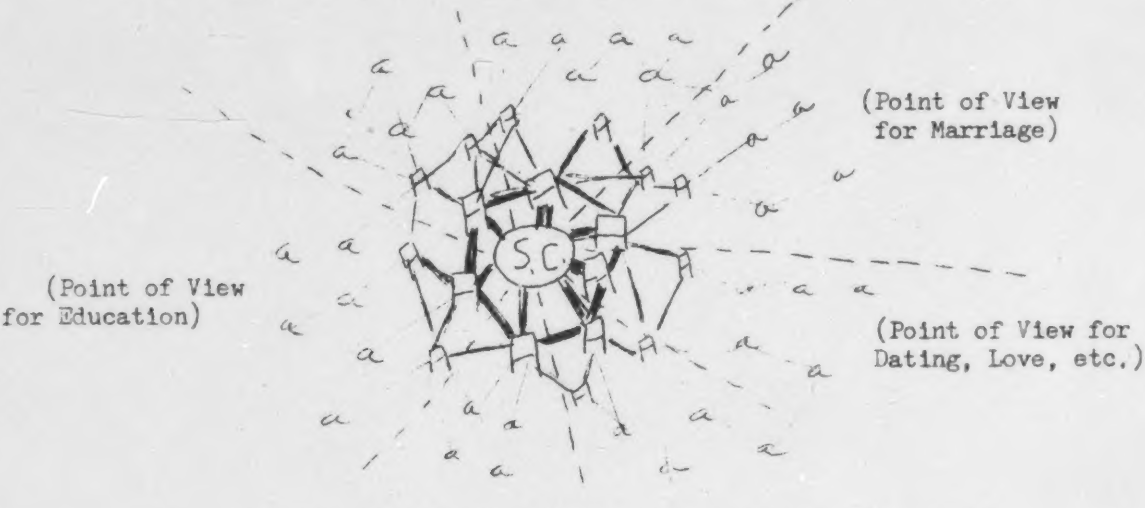
An individual seeks a meaningful picture of his world--one that makes sense(to him). Therefore, he structures his attitudes so that they make sense to him. The structure of attitudes might be represented as the magnetic field around the pole magnet of the self concept(see below):



The more basic attitudes would be closer to the self concept and influenced by the 'magnetic field' of the self concept. The loosely-held attitudes would be further away from the self concept, less influenced by it field and ,therefore, easier to change.

To understand attitudinal structure, the important factor is the connections between attitudes. Connections between attitudes are based on the agreement of attitudes. In a magnetic field, all elements are influenced by the field and eventually come to rest. In much the same way, attitudes move around until they are in a position of agreement with the attitudes surrounding them. This agreement stabilizes the attitudes--especially attitudes which are more firmly held. They are stabilized both by being connected to the self concept and by being connected to each other--especially within general topic areas.

Attitudes regarding a certain topic are typically called a 'point of view.' These attitudes form a screen through which messages about that topic are filtered. The figure below extends the one on page 3 by showing the connections between attitudes and the self concept. More strongly-held attitudes are represented by a "A" and those more loosely-held are represented by a "a". The dotted lines represent divisions between 'points of view' on various topics.


(Point of View for Marriage)
(Point of View for Education)
(Point of View for Dating, Love, etc.)
S.C.
A
a

This magnetic field analogy has several implications for the persuader:

1. Given a minimum of friction, the field(attitude structure) will tend to move to a position of rest(homeostasis)
2. When one attitude in the field is moved(changed), all others will have a tendency to slightly change to re-establish agreement in the field.
3. It is much harder to change the position of more strongly-held attitudes than less-strongly held attitudes
4. By increasing the strength of the connection between two attitudes (or establishing a connection between two attitudes), the two attitudes will move together(become more closely connected).
5. By decreasing the strength of the connection between two attitudes (or showing that two attitudes are not connected), they will tend to move apart(become less closely connected).

6. When the field is not in agreement(attitudes are not in agreement), tension exists creating a need of changing attitudes.

Tension is aroused by the conflict bewteen two or more relevant attitudes, behaviors, or an attitude and a behavior.

Attitude Change

As has been suggested in the previous pages, because of the nature of attitude development and structuring, attitudes don't change easily. The more basic an attitude is in terms of a person's attitude structure, the more difficult it is to change that attitude(Brown, 71-2). Also, the more important(salient) an attitude is in the listener's organized system of attitudes, the more difficult it will be to change. Similarly, the more a person is emotionally(affectively) involved in his attitudes; the harder it is to change him by reasoning(cognition).

Attitude change within an individual is precipitated by a feeling of tension aroused by conflict between two or more relevant attitudes, behaviors, or an attitude and a behavior. The greater the amount of conflict, the greater will be the need to reduce the tension. Our understanding of this conflict is based on balance theory which you dealt with in Unit I. As developed in Unit I there are several basic ways a person can reduce the tension created by conflicting attitudes: 1) He can change some of his attitudes, 2) He can re-define the salience (importance) of one or more of the attitudes, 3) He can change the relationship between attitudes(or between an attitude and a behavior), or 4) He can change his external environment.

Let's consider these four options in terms of solving the following conflict: "You are a devout Catholic and your fiance is an atheist. You both a) believe strongly in your own 'faith' and wouldn't change, and b) believe that a marriage is better when both people are of the same religion."

1. Changing attitudes is commonly called "changing your mind." The change can be either in the cognitive or affective aspect of the attitude(both could change the action potential). In the above example of religion and marriage you might change the cognitive meaning by adding the word "probably" in the statement of your attitude: "If probably is a better marriage when both people are of the same religion." Or, you might change the strength of feeling. If you didn't feel as strongly in one belief, than you wouldn't feel the tension so strongly.

2. A person could reduce the tension by re-defining the salience of one or more of the attitudes. In the above example a person might move the second attitude to a less central, important position by thinking 'religion is not the only important factor in a good marriage when considered in light of how much we love each other and how many similar likes, interests, hobbies, friends we have . . "

3. An example of changing the relationship between attitudes would be to minimize the tension by 'seeing things a different way' by saying 'atheism is not a religion.' Therefore, the 'better marriage' assumption isn't related to us.

4. Changing the environment might mean making friends with people who didn't hold the 'same religion' assumption very strongly or trying to change the others religion. If the conflict was very strong, you might change the environment by stopping the relationship and eliminate the whole situation.

The most important basis for choosing a method for resolving tension is the strength with which the relevant atttitudes are held. This is largely because attitudes have meaning to the person holding them (cognitive, affective, and action tendencies). Attitudes are partly conscious and partly subconscious.

Some attitudes are very loosely held and only slightly related to the individual's self concept. These attitudes are usually developed through experiences that have only happened once or a few times. They are not strongly endorsed by personally-important groups, are not based on carefully-stated cognitive statements, and don't have strong affective or action tendency complnents.

Other attitudes are very firmly held and more closely related to the individual's self concept. These tend to be developed through experiences which occur more often. They are usually strongly endorsed by personally-important groups(although not always directly). They have relatively elaborate cognitive components and strong affective and action tendency components.

Strategies for dealing with attitudes in persuasion will be suggested later. However, to make your knowledge and understanding of attitudes useful for reaching a specific persuasive goal, it is vital to be able to discover the attitudes of the specific listener(s) you wish to persuade. Because of the active role of the listener(s) in determining the success of a persuasive attempt, a persuader should analyze the listener's specific point of view(for each persuasive attempt) to predict the listener's 'interpreting' behaviors. The elements of the message should then be adapted to lead the listener(s) to the desired behavior.

A basic format for the preparation of a persuasive message has three steps:

1. Determine the specific behavior desired.
2. Analyze the specific listener(s) in terms of his point of view (relating to the specific behavior desired).
3. Adapt the message elements in terms of the listener's particular point of view to achieve the desired behavior.

The following pages suggest procedures for accomplishing each of the three steps.

Listener Analysis(sample on pp. 20-1)

The following guidelines are a format for the analysis of the listeners who will receive your persuasive message. These guidelines will allow you to more accurately and successfully adapt your message to unique people(like using the right key in the right lock).

I. What is the desired behavior implied(or stated) in your goal for the message?

Your goal is to have the listener do a particular behavior. Action is vital to persuasion because it strengthens commitment. It is neglected by many beginning students and accordingly many listener changes are only momentary and quickly return to the previous attitudes and behaviors.

People are more likely to do the behavior desired when they have an attitude which has action tendendies favorable to the desired behavior. Therefore, to accomplish your goal of moving your listener to the desired behavior, you must develop that attitude which will lead them to do the desired behavior. That attitude probably can best be developed by changing an already-held attitude.

Beginning students of persuasion often tend to make their goal too comprehensive to deal with in the time available. An example is attempting in five minutes to persuade a person that abortion should be legalized. This goal may involve building a new attitude and possibly also a new(or different) point of view.

In many situations you will be dealing with what is called "one-shot persuasion." That is, you will be attempting to change an attitude during one exposure to your message. Research suggests that change in such a situation is much less than the communicator intended. Attitudes are usually changed much more gradually and over a period of time(as in political campaigns or advertising campaigns.)

Therefore, choose a persuasive goal which is attainable in the time available. It will usually be more functional to attempt to change one attitude to lead to a specific behavior. Also, you will most likely want to reconsider(and probably revise) your goal after completing the listener analysis.

II. What attitude would most likely lead to the desired behavior?

As stated above, to accomplish your goal of moving your listener to the desired behavior, you must develop that attitude which will lead him to do that behavior. A possible source for this information would be to examine the stated attitudes of individuals or groups who have taken the desired action. For example, salesmen often ask former customers what made them decide to buy. Or teachers ask their students at the end of thecourse what motivated them.

Do you know any individual who has done the behavior you are suggesting? Do you know any members of a group that have done the behavior? Are their any articles, or books in the library that describe the individual's or group's attitudes?

If you cannot discover individuals or group members who have taken the desired action, attempt to discover what attitudes people generally express to explain their consideration of doing the desired action.

If neither of these two ways are possible for discovering an attitude which would lead to the desired behavior, as an final alternative work in your message to establish in the listener's mind the explicit cognitive statement of the intent to do the behavior(for example, "I will do . . . . ").

III. How is the desired attitude(determined in II.) different from that one currently held by the listener(s)?

It is vital to know what the attitudes of your listener(s) are before they hear your message if you are going to effectively lead them to a change in attitude and therefore, to the new behavior. For example, it is possible that the listener might hold the cognitive statement of the desired attitude, but that his affective or emotional response toward the attitude is not strong enough to lead him to do the desired behavior.

The determination of the attitudes of your listener before he hears your message will also indicate the obstacles which need to be overcome before he will do the desired behavior. The following questions should lead you to a better understanding of the attitudes of your listener before he hears your message.

A. What specific things do I know about my listener which will help me to infer his attitudes(relevant to my goal)?

1. What are his relevant reference groups?

A reference group is any group to which an individual belongs or wishes to belong which serves as a basis for his attitudes. A function of such groups already discussed in Unit II is that of setting standards for attitudes. A second function is to serve as a standard or filter for making decisions about persuasive messages that have been received.

Because a listener's reference groups, if important to him and relevant to the topic being discussed, may prevent his believing or acting inconsistently with the expectations of the group, a persuader's emphasis or suppression of the importance of certain group memberships may determine the effectiveness of his message(Martin, 120-1).

2. What is his experience(s) with the message area?

3. What opinion statements has the listener made about the message area?

The collection and evaluation of opinion statements often provide the best estimate of attitudes. Therefore, you could ask several people who are similar to your listener about their attitudes toward your message area before preparing your message.

4. What relevant behaviors has the listener exhibited?

5. What demographic data is available?

Demographic data refers to vital statistics such as sex, age, economic level, educational level, profession, etc.

B. What relevant attitudes can be inferred from the collected data?

While it is impossible to predict with complete accuracy which of the many available points of view will be used to evaluate a given message; nevertheless, it is possible to make predictions based on relevant data which will increase the probability that the attitudes of the listener will be assessed correctly.

The following are important attitudes to determine before developing your message:

a. What are the listener's relevant attitudes toward the topic?
b. What are the listener's relevant attitudes toward you as a communicator?
c. What are the listener's relevant attitudes toward the behavior suggested?

and specifically:

d. What is the state of the one action-producing attitude you want your listener to hold after your message(that is, how does he think and feel about the attitude before the message)?

(1) Cognitive dimension: (before the message) The listener says "______________________________
______________________________"

(2) Affective dimension: (before the message) the listener feels "______________________________
____

(3) Action tendency: (before the message) the listener is ________ likely to do the desired behavior.

C. How is the attitude the listeners holds before the message different from that which will lead him to the desired behavior?

a. Is is different in cognitive expression?
b. Is it different in affective response(direction and strength)?
c. Is it different in action tendency?
d. Is it so different that it would be more efficient to develop a more feasible goal?

IV. What need do the listeners have which would motivate them to do the desired behavior?

Needs are important in persuasive messages. Needs motivate people to change their attitudes and accordingly change their behavior. Needs answer "why the listener should do it" regarding the intended change in behavior.

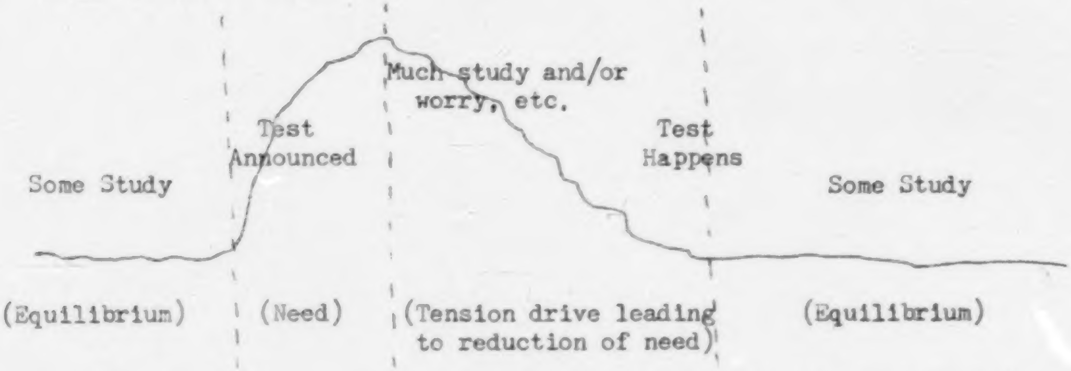
Simply giving facts and/or opinions(yours or other peoples) is only slightly persuasive--often not at all pessuasive. Unless the facts and/or opinions lead to a change in the listener's attitudinal structure, the opinions and facts will soon be forgotten--many of them before the end of the message. After they are forgotten they are not effective in accomplishing persussion. Whild they are remembered they may be effective if they are consistent with people's currently existing beliefs and needs.

A crucial distinction must be made between "need" and "need to". A "need" describes an already existing motivation. For example, the need of being liked by other people. A "need to" prescribes what motivation people(ascording to the communicator) 'should' feel but often really don't feel. An example might be "You need to send money to the children of Katzenyammer." The "need to" is a need which hasn't yet been biilt in the listener.

Effective persuaders motivate people by basing their persuasive messages on already existing needs. If you wanted to motivate people to send money to the children of Katzenyammer, you might find out what needs your listener already feels(eg. the need for competition, recognition, doing something good, filling time, etc.) and change their attitudes about donating money by associating it with one of these favorable needs.

Need are effective motivators in persuasion because people want to reduce needs. When their normal, stable equilibrium is upset, a homeostatic drive to reduce the need tnd return to equilibrium ipprears. This might be drawn like this:

EX.



Though there are many kinds of needs(such as the physical need for food); few of the physical needs can be used in verbal persuasion. Most needs that a persuader can effectively use in persuasion both 1) already exist in people, and 2) are based on an inconsistency in peoples' attitudinal structure.

There are several kinds of needs. The following is one list of kinds of needs:

1. Need for associating with positive reference groups.
2. Need for disassociating with negative reference groups.
3. Need for associating with positive attitudes.
4. Need for disassociating with negative attitudes.
5. Physical needs.

The first four kinds of needs are clearly needs of inconsistency. The first two are based on attitudes that a person has--that he is too closely connected with what he holds to be a negative reference group and/or not closely enough affili ated with a positive reference geoup.

"Newcomb makes an additional distinction between positive and negative reference groups. In terms of persuasive communication a positive reference group is a group towrad which the receiver aspires. Thus, for a given receiver a message opposing socialized medicine is likely to be viewed favorably by an individual who wants to be a physician, since he knows that the reference group "physician" does not tend to view socialized medicine with favor. A negative reference group is one which the individual opposes. In a similar situation, however, an individual who feels that "all doctors charge too much." is likely to oppose a persuasive message opposing socialized medicine, because he will take the position that 'If doctors are against it, I'm for it!"(Bettinghaus, 30)

When people feel one of these needs(or both) they will tend to move more toward stronger conformity with positive reference groups and will tend to do those actions that are reflective of the "in crowd." Conformity, the desire to be like other people, is describe as a mental mechanism by some American social psychologists, who point out that from earliest childhood the child is taught that conformity brings safety and security, and the process is frequently used to explain why people adopt certain attitudes(Brown, 73).

Some of the evidence from experimental studies suggest that persons who are most highly motivated to maintain their membership in a group tend to be most susceptible to influence by other members within the group. The findings also support the general hypothesis that persons who are most strongly motivated to retain their membership in a group will be most resistant to communications contrary to the standards of that group.

When people feel that they are too closely associated with a negative belief they have and/or not closely enough associated with positive beliefs, they are motivated to return to positive beliefs and the behaviors associated with these attitudes.

In summary, needs are important in pesuusasion. An effective persuasive message establishes a disequilibrium in a person by bringing the person to the awareness of a need he has. Once the awareness is realized, people are motivated to re-establish equilibrium by eliminating the inconsistency.

V. What *characteristics of* the psychological *situation* will *effect* the desired *change*?

The psychological situation refers to the total setting for communication *as the listener sees it*. The setting for communication affects the impact of a communication by contributing to or detracting from the *attention* listeners give to it, their *comprehension* of it, and their *acceptance* of recommendations contained in it.(Martin, 120).

Factors of time and place may enhance the effectiveness of a communication(Martin, 121). For example, a message on using a new method of studying may be more readily accepted just before final exams.

Opportunities for verbal interaction between the speaker and listener also tend to increase the satisfaction both draw from thew experience of communicating and potentially increase the effectiveness of communications by permitting immediate adaptation by the communicator. Research also suggests that attitude change is more persistent over time if the listener actively participates in, rather than passively receives, the communication(Zimbardo, 23). For example, 'much advanced teaching today takes the form of a brief lecture followed by interaction during which the audience identifies itself with the information, voices its criticizes, and discovers the knowledge itself'(Brown, 67).

This is why one of the most successful means today to bring about attitude change is the creation of a group in which the members feel like participators--since in these circumstances the individual takes on new attitudes by participating and involvement in a group which accepts the values intended. Good examples would be group created to solve pollution and overpopulation problems.

In a one-to-one persuasion situation, this concept is usually applied by asking the listener questions to which he replies directly. The persuader then builds directly on those feedback statements so that the satisfaction for the need developed is a 'cooperative' effort(or appears so).

In a one-to-many persuasion situation, the communicator can simulate the direct interchange atmosphere by effective use of 'rhetorical questions', sensitive adaptation to the specific listeners, and use of pauses. Actual participation can often be elicited by asking for hand raising., looking directly at someone, or acknowledging aome obvious response. For example, you might ask the audience how many have ever been involved in an accident--wait for hand raising or nods--and react to that response, such as, "Then you would most likely agree with me that . . . . "

Additional support for such listener involvement(actual or psychological) is that when a person is asked to verbalize an idea to others--to commit himself publicly--he is more inclined to accept it(and act upon it) than if he expresses it privately. This is because he is influenced by a need for appearing consistent to others in what he says and believes (Fotheringham, 114).

VI. How will communicator credibility effect the desired change?

Communicator credibility refers to the extent to which the listener believes in the persuader Research sugeests that the impact of the source of a message plays an important part in determining the effect of any persuasive message(Bettinghaus, 117). This concept was fully developed in Unit IV. The more credible the source to the specific listener, the greater is the likelihood that the message will be actively listened to, understood, and accepted. This is additionally important because you not only want the listener to reduce the tension built by you as a persuader; but you want him to reduce it in the way you want him to.

The basic factors which are involved in the listener's assessment of the persuaser's credibility are expertise(ability to know how to revolve his tension) and trustworthiness(motivation to communication unbiased knowledge)(Zimbardo, 20-1). Other factors will also be used depending on the point of view of the listener. Other cues which are often tend to assess the persuaser's credibility are his reputation, what he says during the message(about himself and his topic), clothes, speech, etc.

One of the bases for judging a communicator's competence is the extent to which the listener sees the communicator as like himself. The greater the similarity, the greater will be the potential for persuasion, other things being equal. One study by Evans suggests that people who bought insurance believed themselves to be more like the salesman than nonbuyers believed theselves to be(Boyd, 46). Therefore, persuasive effectiveness is increased if the communicator initially expresses some views that are also held by the listener.

The persuaser can improve his credibility by the way he is introduced (or introduces himself) to his receivers. The communicator can also associate himself with positive attitudes and reference groups which the listener holds as important. Communicators often do this by quoting (associating with) authorities respected by the listener.

It is important to stress that what matters is the specific listener's perception of the persuader; not the way the persuader sees himself or the way other people might see him. Therefore, it is vital to consider the specific listener's attitudes toward you as a communicator.

Communication Strategy--The Motivated Sequence(sample-p. 22)

The following communication strategy is a basic format which can be adapted to all persuasive attempts. It is based on the "Motivated Sequence" developed by Dr. A. Monroe and tends to follow the pattern people follow when they are persuaded.

The goal of the Motivated Sequence is to move the listener to action. The five steps are attention, need, satisfaction, visualization, and action. The steps gain the attention of the listener, develop the awareness of a need he has that is not now fulfilled, show how the suggested change in behavior(based on a change in attitude) will satisfy the listener's need, visualize the listener after he has made the suggested change, and recommend action to be taken.

To achieve your persuasive goal, it is vital that each of the five steps be accomplished before moving on to the next. Therefore, it is important that you look for verbal and/or nonverbal cues which will indicate that the goal of the step you are working on has been accomplished. The amount of time spent developing each step during the communication will be determined by you listener analysis. For example, if the listener is fully aware of his need, then less time will be necessary to develop it than if he were only partly aware of his need. This phase of preparation is a major part of establishing feedforward.

Suggestions for accomplishing each of the five steps follow:

ATTENTION STEP:

The goal of the attention step is to gain the attention of the listener(s) and direct that attention to the listener's need. The listener must have a vivid personal awareness of his need. The more a listener is aware of his need for what you have to give, the more he will listen attentively to what you say.

From the listener analysis an assessment of the listener's(or average listeners) awareness of his need(reason which would lead him to do the suggested behavior) should be made. The length of the attention step is then a function of this assessment.

Basically, the strategy of the attention step is to introduce a conflict between the listener's specific need and his present attitudes and/or behaviors which do not satisfy his need. In this way you will begin to create the tension necessary for attitude change. A method for developing the attention step might be illustration, startling statement, rhetorical question, or a combination of these and other methods. Avoid general, abstract or vague statements. Advertisements often accomplish this step of persuasion by picturing, for example, a man with no friends, a women with a floor to be cleaned--thus implying a need.

During the attention step AVOID MENTIONING THE SATISFACTION(the behavior you are suggesting) so that attention is directed to the building of the need and not satisfaction.

The specific goal of the attention step is for the listener to say to himself, "I really do have a problem!" Physical signs which might indicate that you have achieved this goal are facial expressions of interest, concern, surprise, tension; leaning forward, or general bodily tension.

NEED STEP:

The goal of the need step is to develop and make vivid the listener's conflict between the specific need and his present attitudes and/or behaviors which was introduced in the attention step.

Remember, the need that you are developing is one that the listener already has(for example, internal motivation to learn) rather than telling him that he 'needs to' do something(for example, parents saying you need to get a college degree). The listener's need answers the "why" of the need to.

It is not enough to tell the listener that he has a need. Before action will be taken, he must see that need as personally meaningful to him and important enough to feel a tension to resolve that need.

The need step might be developed by a detailed description of a situation where the need is strongly felt(for example, tension felt when you don't know what to say during a pause on a blind date).

Following are research results and suggestions concerning two basic strategies most often used in developing attention and need in a listener:

1. Fear Appeals:

Research findings generally show a positive relationship between intensity of fear arousal and amount of attitude change, if recommendations for action are explicit and possible for the listener, but a negative relationship otherwise. When a communication relies on fear appeals, its effectiveness in arousing emotional tension depends on such factors as explicitness, source, and the prior communication of a specific situation in which the goals, security or attitudes of the listener have been threatened(Hovland, 275).

They suggest that the use of strong fear appeals will interfere with the over-all effectiveness of a persuasive communication if such appeals create a high degree of emotional tension without adequately providing for reassurance and an outlet for satisfaction. Such research has led to the following conclusions regarding the use of fear appeals in persuasive messages:

1. The use of a strong fear appeal(as opposed to a milder one) increases the likelihood that the listener will be left in a state of emotional tension which is not able to be fully relieved by the suggested behaviors in the message.

2. When fear is strongly aroused, but not fully relieved by the suggested behaviors contained in a persuasive message, the listeners will become motivated to ignore or to minimize the threat.

2. Emotional Appeals:

There is no definite distinction between logical and emotional appeals. This is because each listener will react differently to persuasive appeals. What is considered by the persuader to be highly emotional, may be interpreted as a "logical" appeal by the listener--especially if he agrees with it.

Generally, however, it may be stated that "pitching" a persuasive message only in terms of "emotional" appeals--i.e. ignoring "after-sell" where you give reasons and overcome obstrcles--will tend to have short-range effects. Therefore, if action is not taken immediately, it most likely will not be taken. Also, a temporary decision may be reversed. This is often why when a "pitch" is made for monetary contributions, the plate is passed immediately after the "pitch" is finished.

The "boomerang effect"(people changing back to old attitudes or other attitudes than the ones intended after being initially persuaded) often occurs in door-to-door selling. Listeners are motivated to "sign-on-the-dotted-line" while the salesman is there; but often cancel the order when they've had time to think about it. This is usually because the message rested on emotional appeals and didn't provide enough "good reasons" or overcome the necessary obstacles to have a long'range effect.

The goal of the need step specifically is to have the listener say to himself, "I want to satisfy my need!" Physical signs which might indicate that he is feeling the need are grimacing, smiling ironically, revealing general bodily tension, etc. as you describe the need situation.

SATISFACTION STEP:

After the listener becomes aware of his need, he will want to reduce his tension. The goal of the satisfaction step is to clearly reduce the tension developed in the attention and need steps by showing how the suggested behavior will satisfy his need. During this step you are developing the attitude which will most likely lead him to do the suggested behavior. This attitude is developed by associating it with positive attitudes and/or reference groups already held by the listener; or by disassociating it with negative attitudes and/or reference groups already held by the listener. (see illustration on p. 19)

Your suggested behavior should clearly reduce the tension created and satisfy the need. This is done by 1) identifying the reason for the tension, 2) making a suggestion for removing the tension(doing the behavior you suggest), and 3) showing how that suggestion will reduce the tension and satisfy the need. Some support should be offered to show that the suggested behavior will satisfy the need(remove the tension situation). A vital part of the satisfaction step should be to overcome any objections the listener might have to taking the action(doing the behavior); such as time involved, cost, reactions of others, lack of personal skills to handle it, etc.

Following are research results and suggestions concerning two basic strategies most often used in developing satisfaction in a listener:

1. Presenting both sides of an appeal:

There is often a question in the minds of a persuader as to whether he should present the drawbacks or limitations of his product or behavior suggested during his message. In terms of research findings, the following suggestions have been made:

1. Present one side when the listener is generally friendly, or when your position is the only one that will be presented, or when you want immediate, though temporary, opinion change.

2. Present both sides when the listener starts out disagreeing with you, or when it is probable that the listener will hear the other side from someone else.

3. When opposite views are presented one after another, the one presented last will probably be more effective. Tell your side last.

Also, better-educated individuals are more favorably affected by the presentation of both sides; while poorly educated individuals are more affected by the communication which uses only favorable arguments(an interesting point to consider when hearing politicians speak).

Generally, the listener for whom presenting both sides of a message is least effective is the poorly-educated individual who is already convinced of the point of view you advocate.

An important additional research finding was that leaving out a relevant argument is more noticeable, and detracted more from effectiveness, in a presentation using both sides than one giving one side.

2. Drawing definite conclusions for the listeners:

A problem often faced in developing a persuasive message is whether to make explicit recommendations for the satisfaction of the need developed or to leave the listeners to draw their own conclusions.

Generally, research suggests that there will be more opinion change in the direction you want if you explicitly state your recommendations(behavior to be done) to the listener, rather than let him draw his own conclusions. An exception to this suggestion may be made in terms of a highly intelligent listener-where implicit recommendations are often better.

The specific goal of the satisfaction step is to have the listener say to himself, "I can see what cause my tension and I'm satisfied that by doing what the communicator suggests, I'll satisfy my need!" Physical signs suggesting accomplishment of this goal would be confident smiles, nodding, etc.

VISUALIZATION STEP:

The goal of the visualization step is to further motivate the listener to try the suggested behavior by picturing the success of the behavior in satisfying the need and therefore removing the tension situation. This step projects the listener into the future and pictures the satisfaction he will experience after doing the desired bahavior.

Advertisements often accomplish this step by picturing a man with many dates after doing the suggested behavior(for example, using Command or the women with a beautiful floor after doing the suggested behavior (for example, using Top Job).

The specific goal of the visualization step is to have the listener say to himself, "I can see it will work--how satisfied I'll be after doing the suggested behavior!" Physical signs which indicate accomplishment of this step might be enthusiastic non-verbal agreement, smiling, etc.

ACTION STEP:

The action step is vital to persuasion. The goal of this step is to encourage the behavior to be tried. Research suggests that the sooner the listener begins to put the suggested behavior into action, the more likely it will be that the change in attitude developed will not be a temporary one.

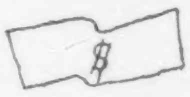
This step is usually a shor, concise appeal to action. You should encourage the listener to take the action(do the behavior) as soon as possible. For example, "So, the next time you find yourself thinking about how you would look in a certain garment, read the label first. This will insure that you stretch your clothing dollar."

If the previous steps have been successful, the listener will be motivated to try the behavior. "After-sell" techniques(a follow-up on the positive reasons for taking the action) usually maximize the probability that they will follow through with your suggestion. If appropriate to your goal and necessary to his doing thebehavior, the pragmatics of implementing the behavior should be discussed here. For example, how, when, and where to do the behavior.

The specific goal of the action step is to have the listener say to himself, "I will do the suggested behavior at the earliest possible time!" Physical signs wiich might indicate accomplishment of this step are nonverbal signs of emphatic agreement or actual signs of doing the vehavior.

Diagrammatic Visualization of the Establishment of a New Attitude in Persuasive Communication

(Hypothetical example of how to persuade a mother to suscribe to Playboy)

"Before" Attitude	"After" Attitude	"How to"	Behavior
1. Cognitive: "I don't have time to read it"(inferred from actual statement) 2. Affective: moderately favorable (inferred from some of her friends reading and enjoying it) 3. Action tendency: Not very likely to suscribe.	1. Cognitive: "I'll buy it for 1. the good articles it contains. 2. Affective: quite favorable 3. Action tendency: very likely to suscribe.	1. Reawaken attitude in value of reading "good" articles. 2. Develop need for reading more "Good" articles to more closely approximate the above-stated attitude. 3. Associate Playboy with the attitude toward reading Good articles(in terms of her meaning of good) 4. Use after-sell that only place to get them is Playboy	1. buy a suscription to Playboy
Visualized "Before" Attitude a^{+}	Visualized "After" Attitude A^{++} (Attracted to by Association	Visualized "How to" $A^{++} \dashrightarrow A^{+++}$ (Attracted to by association with already-held attitude)	Visualized Behavior  for Playboy

Listener Analysis(Sample)

I. What is the desired behavior implied(or stated) in your goal for the message?

1. The behavior which my listener(s) will do if my message persuades them is They will READ THE LABEL AND APPLY TESTS TO A GARMENT BEFORE BUYING

II. What attitude would most likely lead to the desired behavior?

2. The state of the one attitude which my listeners will hold after my message is:

   a. Cognitive dimension: They will say(after my message) "I MUST READ THE LABEL AND EXAMINE EACH GARMENT CAREFULLY TO GET THE BEST FOR MY MONEY.

   b. Affective dimension: They will feel(after my message) STRONGLY FAVORABLE TO THE ABOVE-STATED DIMENSION

   c. Action tendency: They will be(after my message) VERY likely to do the desired behavior.

III. How is the desired attitude different from the one held by the listener(s) before hearing the message?

3. The specific things I know about my listener(s) which will help me to infer his attitudes(relevant to my goal) are:

   a. Relevant reference groups:
      MOST OF THE LISTENERS' REFERENCE GROUPS (PEERS SORORITY, TEAMMATES) REINFORCE THEIR DRESSING NICELY

   b. Relevant experiences:
      HAVE LIKELY EXPERIENCED DIFFICULTY IN FINDING GOOD CLOTHES FOR REASONABLE PRICES

   ETC.

   c. Opinions statements made about message area:
      THEY HAVE COMMENTED ON CONFUSION IN CHOOSING CLOTHES

   d. Relevant behaviors exhibited:
      MOST OF THEM WEAR "IN FASHIONS" TO CLASS

   e. Demographic data:
      THE CLASS IS HALF BOYS AND HALF GIRLS.
      THEY ARE OF AVERAGE INTELLIGENCE

4. The specific barriers I will have to overcome to lead the listener(s) to do the desired behavior are:

   1. THEY MAY FEEL THEY ARE NOT CAPABLE OF APPLYING THE TESTS.

   2. THEY MAY NOT WANT TO TAKE THE TIME.

   ETC.

5. The relevant attitudes which can be inferred from the data are:

   a. The listener's relevant attitudes toward the topic are:
   BELIEVE IN GOALS (NEEDS) FOR DOING BEHAVIOR ETC

   b. The listener's relevant attitudes toward me as a communicator are:
   As a fellow classmate, they may question my qualifications.

   c. The listener's relevant attitudes toward the suggested behavior are:
   DISINTERESTED AND INEXPERIENCED

   d. The state of the one action-producing attitude I want my listener to hold after hearing my message is:

   Cognitive dimension: (before the message) the listener says
   " It doesn't matter what I buy as long as I like it "

   Affective dimension: (before the message) the listener feels
   mildly unfavorable (because of time + lack of skills)

   Action tendency: (before the message) the listener is less likely to do the desired behavior.

6. How is the attitude the listener holds before the message different from that which will lead him to the desired behavior?

   a. Cognitive dimension: opposite in terms of importance

   b. Affective dimension: different in direction and strength

   c. Action tendency: less likely vs. very likely

IV. What need does the listener(s) have which would motivate him to do the desired behavior?

7. The need which my listener(s) has which will lead him to do the desired behavior is getting the best for their money when they buy clothes

8. I will establish and develop the stated need in my listener by visualizing situations in which their present behaviors dont meet their needs; using mild fear appeals

9. I will motivate my listener to do the desired behavior by ASSOCIATING (associating or disassociating) the changed attitude with a POSITIVE (positive or negative) ATTITUDE (attitude or reference group) which he already has.

10. That belief or reference group is SAVING MONEY IS IMPORTANT

V. What characteristics of the psychological situation will effect the desired change?

11. The listener will see the psychological situation as A CLASS ASSIGNMENT; EXPECT LITTLE INVOLVEMENT ON THEIR PART

12. I will improve the psychological situation by ASK QUESTIONS TO INVOLVE THEM; USE VOLUNTEER TO DEMONSTRATE TESTS

VI. How will communicator credibility effect the desired change?

13. The listener sees my credibility as NEUTRAL -- they have no basis to assess my qualification

14. I will improve my credibility in this persuasive situation by REVEAL MY EXPERIENCE THROUGH REARCH W/ 4-H. ESTABLISH MY NEEDS AS SIMILAR TO THEIRS

Motivated Sequence Form(sample)

In phrase outline form what material will you give to achieve each of the steps?	Specifically, what is the anticipated change after each step?	What physical signs will signify the change has happened?
ATTENTION: 1. Some o us today have on new clothes 2. Probably some of us will buy clothes for others for Xmas. 3. Walking in the cold Kirksville weather indicates the value of warm clothing. (transition)	1. Be interested 2. Want to listen (they will be communicating, "I want to listen. This concerns me)	1. Show interest and concern by knit eyebrows and leaning forward.
NEED: 1. We need protection from colds a. (story to emphasize) 2. We have limited money a. (statistics to emphasize--personal poll taken in dorm) 3. There are many occasions when you don't satisfy these needs. a. (examples to make meaningful) (transition)	1. ~~B~~e concerned (they will be communicating, "I have a problem. I don't often satisfy the needs mentioned")	1. Facial expression of worry and concern.
SATISFACTION: 1. How to get the best quality for your money. a. make simple tests on garmet 1.) 2.) 2. It will work. a. (personal evidence) b. (use listener to demonstrate) 3. You have the time and skills to make these tests. (transition)	1. Be satisfied. (they will be communicating, "I can solve my need by making the tests before I buy clothes.)	1. Contented smiles and nods of agreement. 2. Perhaps trying tests on his clothes.
VISUALIZATION: 1. Go through the checks and tests with a high and low quality garment. 2. Picture how great the listener will feel after satisfying his need a. save money b. be warm c. look nice (transition)	1. Be aware the tests really work and look forward to satisfying need (they will be communicating, "I can see the tests work and how great it will be."	1. Smiles of satisfaction
ACTION: 1. Next time you buy clothes, read the label and make the tests. 2. The label is easy to find and the tests are quick.	1. Commitment to do the behavior. (they will be communicating, "I will do the tests.)	1. Leaning back in chair 2. Firm nod of commitment.

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HEUN
RETURN TO NH 300

LANGUAGE AND THE PROCESS OF COMMUNICATION

Heun

Man(au natural) is less prepared for survival than the animals. However, man is distinguished from animals by a more sophisticated language and a more sophisticated brain. He has often been defined as the "symbol-using animal or the 'thinking animal'". These two learned characteristics enable man to survive.

The most basic and most often used human survival skill is communication.

> Speech is the most unique and the most universal of human functions, yet, becauce it is so commonplace, so natural, so easy, few of us appreciate its enormous power and potential. It is our supreme tool, but like the ape who employs a flute to scratch himself, we have not let learned all the uses of this greatest of human inventions. Only a handfull of us ever learn to use this tool for more than the most primitive of its functions: to that handfull we give the fruits of the earth and our worship. Consider how barren our histories of civilization would be had our great men never learned to talk . ..(Brown and Van Riper, Speech and Man)

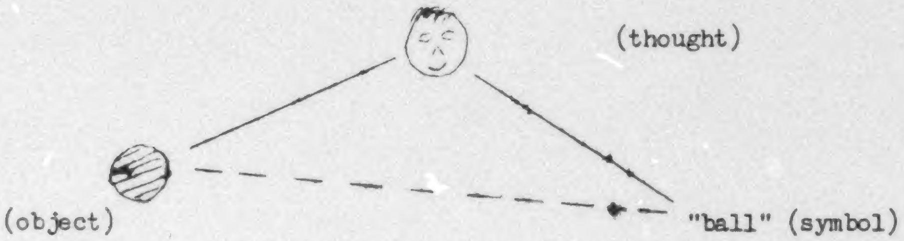
Man communicates by the use of language. Language systems have developed both haphazardly and by careful planning. But to communicate with others, whether from a foreign land or from a subculture within our own country, we need only learn their language. There are also nonverbal languages which transcend the verbal differences, such as a frown, a kiss, or a beckoning gesture with the hand.

The important key to our understanding of languages is the symbol. For languages are basically systems of symbols.

A symbol is anything that is intentionally used to stand for or represent something else. Think of the great advantages this offers to man. Instead of having to have every article we want to share with another in front of us, we can describe it. Instead of having to take someore to a place he doesn't know about, we can describe how to get there. Things which happened yesterday or a week ago are not lost, but can be remembered and retold through the use of symbols which represent the experience.

We use many different things as symbols. Words, whether written or spoken, are verbal symbols. For example, your name(two or more words) stands for you. Gestures are used as symbols. An example is the physical gesture a baseball umpire uses to indicate that a player did not touch second base before being tagged by a player on the other team. Facial expressions and tone of voice can be used to symbolize your feelings about something. And often pictorial representations are used as symbols. For example, the Highway Dept., places a sign showing a curved road to stand for an upcoming actual curve in the road. Those symbols other than spaken or written words are called nonverbal symbols.

Symbols are meaningful to others when they are used in a consistent way. For example, both you and your teacher know that the symbol "F" used on a grade report doesn't stand for "fantastic." This relationship between things, symbols and man is often structured by the "triangle of meaning" (The Meaning of Meaning, p. 11, Ogden and Richards)



A dotted line is used to connect the object and the symbol in the drawing above to show that there is no actual connection between the think being represented and the symbol chosen. It is man's thinking process that makes the connection between the two(symbolized by a continuous line) and determines the symbol(or label) for the thing.

It is important to remember that the symbol is not the thing represented. It is only a symbol used to represent it. This is important in relations between people. Man often, intentionally or unintentionally, uses the wrong symbol for an object. He may do this because he doesn't know the traditionally-used symbol or because he us using his right to choose symbols to change the meaning of a thing. For example, when the object being discussed is you and another person chooses the symbol "stupid" to represent you--that does not mean that you are stupid. It means only that he, an individual human being, choose that symbol to represent you. It probably reflects his reaction to a specific action that you did, but that symbol - "stupid" - is not you. It is certainly true to say that the symbols a person chooses says as much about his as the thing he is describing.

How we react to the use of symbols also says a great deal about the kind of people we are. So remember, when someone says, "America is . . . . . " they are actually saying "I think American is . . ." The symbols they choose tells as much about them as about America.

When we communicate, we use symbols to call up meaning in the people we are talking to. Our goal is to have our listeners understand and often remember what we are talking about. We describe communication as a process because it is a dynamic interchange between people. And because it is not a simple matter of 'I say - you understand' we must look more fully at the meaning people get for the symbols we use.

The meaning of any symbol is the entire set of reactions that are called up in a listener when they receive that symbol. That is, meaning is attached in the mind of the receiver. It is not contained in the symbols that we send. And when our goal is to communicate, we must be concerned with how the receiver actually understood the symbol rather than only what we intended him to understand by it.

The meaning which people attach to a symbol is basically of two kinds - denotative meaning and connotative meaning. The denotative meaning is the actual 'object' that is called to mind when the symbol is received. It is the meaning which is discovered by looking in a dictionary. The connotative meaning is the feelings and attitudes which a person associates with the object refered to by the symbol.

It is perhaps obvious that the connotative meaning which is called up in a person when he receives a symbol is a very personal matter. It would be different for each person who received the symbol. However, we can not count on the denotative meaning being the same either. This is because some symbols have more than one denotative meaning. You have seen words in the dictionary with many meanings listed after them. For example, 'love' has many possible denotative meanings in the sentence, "I love you." It can stand for wish, desire, lust, submission, conquest, appreciation, etc. Some words and nonverbal symbols have only one meaning, such as the word 'hydrogen.'

In summary, when a symbol is received, it may be associatie with none(if the person didn't know the symbol), one, few, or many 'objects' (denotative meaning). It may be associated with few or many, favorable, neutral, or unfavorable feelings or attitudes(connotation). Your understandings of these many combinations of possible responses to a symbol will be increased by filling our the following chart. Write a symbol in each box that represents the called-for combination of connotations and denotation;(Do the actual writing on a separate piece of paper)

Connotations

Denotations

	generally favorable	generally unfavorable
none		
one		
few		
many		

The implications of such diversified meaning for communication are many. For our goal in most cases is accurate communication. Communication is accurate when both the communicator(sender) and communicatee (receiver) get the same meaning -- both denotative and connotative-- from the symbols used. It is increasingly less accurate as the meanings are increasingly different. Communication breaks down when the communicator's meaning is different than the communicatee's meaning. When this happens, usually without the people involved knowing it happened, it is called pseudo-communication.

The potential for accurate communication is lessened because no two people are alike. Even identical twins are somewhat different. Therefore no two people will have exactly the same meaning for a symbol(especially symbols with many denotations like 'love'). This is because people react to communication in terms of their own personal meaning for the symbols used.

Two other occurances affect the use of symbols in communication. First, meanings for symbols change within a culture or a sub-culture. For example, 'square' once had very favorable connotations as in 'giving a person a square deal.' Now it has negative connotations. Secondly, becauseof the varied connotative responses to a symbol, different symbols(or combinations of symbols) are used to change the feeling response to a symbol. For example, our bombing raids on North Vietnam are still having similar results to earlier raids, but we no longer call them 'bombing raids' because people have negative connotative reactions to that term. We now hear the terms ' protective reaction raids' and that's a very different thing -- or is it. We no longer have 'retarded student' -- we have 'slow learner'. Watch the presidential campaign for many examples of how the choice of symbols can change our feeling reactions to the same event or thing.

We will also later consider how the setting will influence the choice of symbols in communication. For example, you may use certain symbols at school, but not at home. You might listen differently if a class were held outside..

However, even though people, meanings, and situations change, there are cetain elements which are always involved in communication. If we better understand the elements that are always present, we will be better equiped to handle the variable elements.

Models attempt to represent those elements that are involved in as thing or event and to show the relationship between elements. Everyone uses models. Little boys make model airplanes. Little girls play with doll houses. Aircraft engineers make models and test them in wind tunnels (also models of the real world). Architects use blue prints as models of the structure of buildings. Physicists use mathematical models of events in the real world(e.g. $E=mc^2$).

Models are helpful for the following reasons: (1) then increase our understanding of what they represent, (2) they help us to make predictions about the real world, (3) they help us to symbolize very complex or abstract referents in a more concrete way, (4) they are less expensive in time, words, materials, cost, etc., (5) they are easy to manipulate.

For these reasons, models are often used and extremely valuable in understanding complex processes. One specific communication model will be discussed here. Others are referred to in your unit.

A COMMUNICATION MODEL:

Seven elements which are basic to the process of communication are listed and defined below:

Communicator A(the originating communicator) - the sender of the riginal message and the receiver of feedback.

Message - the communicated symbols which stand for the meaning intended by the communicator.

Channel - the means by which messages are sent and received bwtween communicators. Available channels correspond to the human senses.

Communicator B(the responding communicator) - the receiver of the original message and the sender of feedback.

Feedback - the message sent by the responding communicator to the originating communicator as a response to the original message sent.

Frame of Reference - an individual's unique set of inter-related attitudes(at the center of which is his self-concept) which influences his perception and meaning of symbols(represented in this communication model by a screen: to show how it screens each message sent and received)

Noise - distracting stimuli occuring anywhere in the communication process(represented in this communication model by an asterisk: *)

The basic processes involved in communication are listed and defined below:

Decoding - the process of taking the stimuli(symbols) that have been received and interpreting them --getting meaning from a message.

Ideation - the conscious, or unconscious, processing of a message after it has been decoded and before a response is encoded. This process does not always occur in communication. Many messages are not processed, or evaluated. For example, when we hear the symbol, "Duck!", we seldom stop to further consider the message. We make a conditioned immediate response. - - Evaluation is the most common type of ideation.

Encoding - the process of translating an already formed idea into a message appropriate for sending.

Sending and Receiving - the physical process of message exchange, usually using one or more of the five human senses.

On the following pages these elements and processes are put together in a communication model which attempts to show their relationships during the communication process. Preceding the model is a frame-by-frame pictorial example of the communication process accompanied by a verbal description. Consider these statements as you examine the example and the model;

1. Both participants in the process are involved in encoding and decoding.
2. All messages do not go through the ideation process -- they are not further considered; this process is often bypassed.
3. Communicators have a choice of channels through which to send their messages.
4. Messages are often sent simultaneously through several channels.
5. Original messages and feedback messages can be verbal, nonverbal, and are usually a combination of both.
6. Noise can affect communication at all points in the process.
7. An individual's frame of reference is constantly refiltering the message and in doing so changes it.

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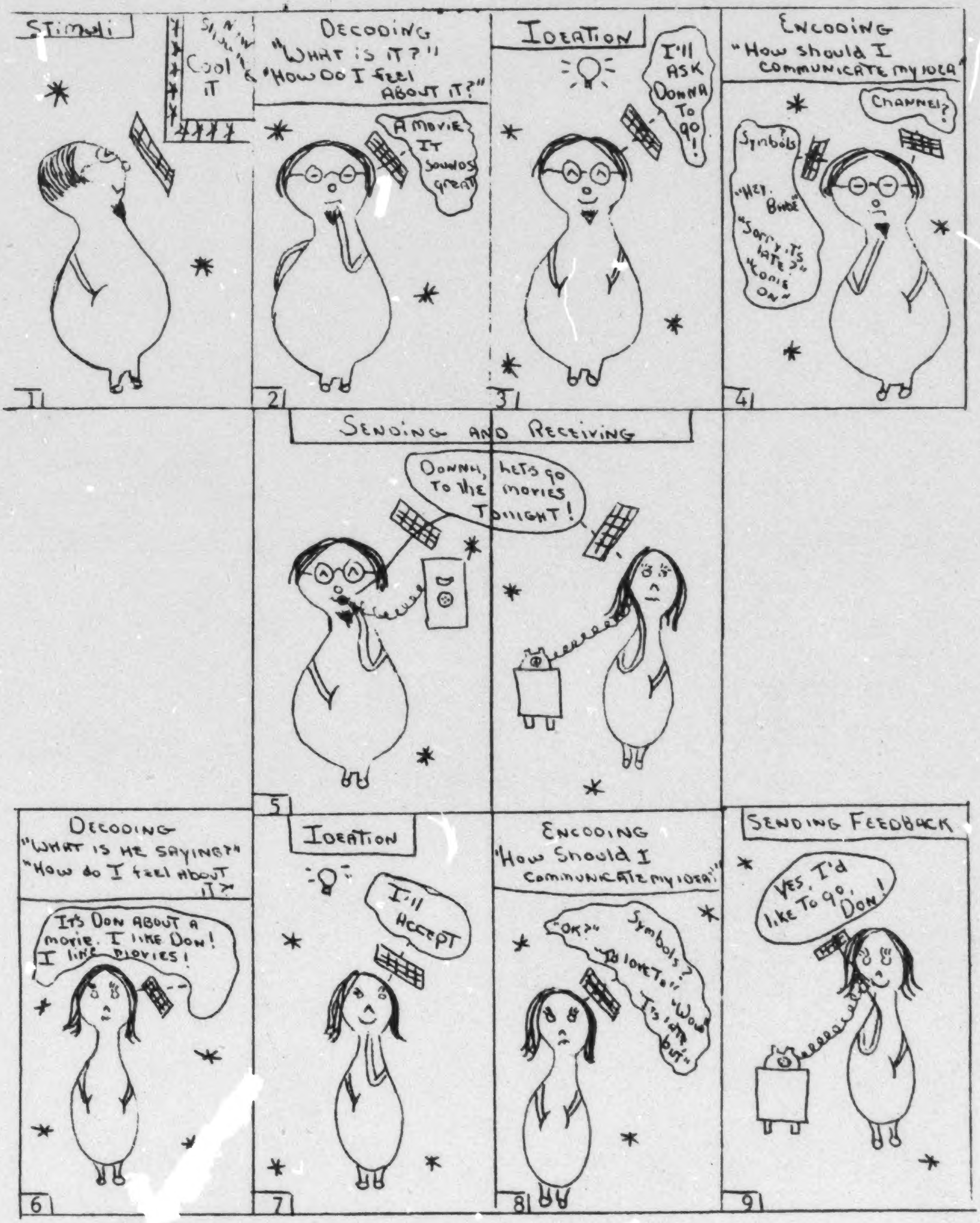
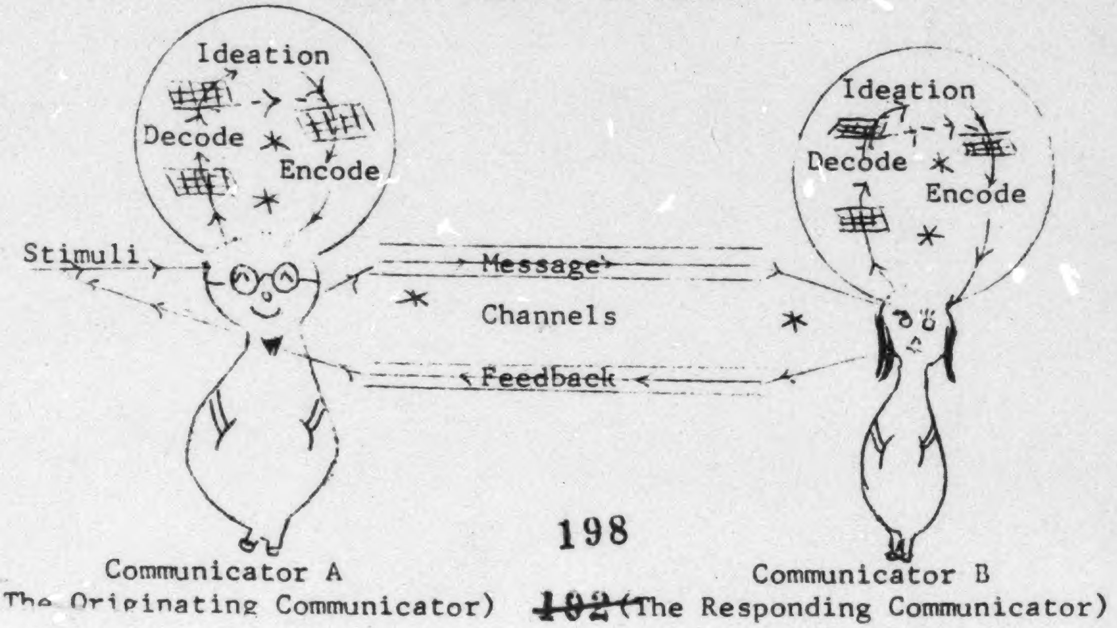

Stimuli
Cool it
1
Decoding
"What is it?" & "How do I feel about it?"
A movie. It sounds great
2
Ideation
I'll ask Donna to go!
3
Encoding
"How should I communicate my idea"
Channel?
Symbols?
"Hey, Babe"
"Sorry, it's late?"
"Come on"
4
Sending and Receiving
Donna, let's go to the movies tonight!
5
Decoding
"What is he saying?"
"How do I feel about it?"
It's Don about a movie. I like Don! I like movies!
6
Ideation
I'll accept
7
Encoding
"How should I communicate my idea?"
"OK?"
Symbols?
"I'd love to"
"Wow"
"It's late, but"
8
Sending Feedback
Yes, I'd like to go, Don!
9

(55) In frame 1. we see Don(the originating communicator) viewing a movie advertisement(stimuli)...In frame 2. Don decodes the stimuli, both denotatively--what is it?--and connotatively--how do I feel about i[illegible] . . . Frame 3. pictures Don further considering the decoded stimuli. As he has in the first two frames, Don is influenced by his frame of reference as he considers the stimuli. As a result of ideation Don decides to ask Donna to go to the movies with him. . . . In frame 4. he decides how he will encode his message. He considers and decides on both his choice of available channels(should he call her, go over to see her, send her a note, etc.) and choice of symbols(several options are suggested in the frame). . . . In frame 5 Don sends and Donna receives the message by telephone (channel). If Don had talked to Donna in person, she would also have received stimuli through her other senses. At this stage, as in all others, noise factors(*)exist--in the form of external noises or internal thoughts of the communicators which act as interference. . . . In frame 6 Donna decodes Don's message. This may have happened very quickly and subconsciously or have been a more conscious process. Donna screens this message through her frame of reference(▦). . . . In frame 7 Donna further considers Don's message. She considers her options and the implications of each of them. She decides to go to the movie with Don. . . . In frame 8 Donna considers and decides on her choice of symbols(her channel has been chosen for her). . . . And in frame 9 Donna sends her feedback to the message--which if we would connect to the first frame would start the process again.

(56) A more general picture of the process of communication is visualized in the following model:

A MODEL OF THE COMMUNICATION PROCESS



As was suggested in the example, there are many times during the process of communication that barriers can occur. In fact, barriers can occur at each step of the process.

Perhaps the more obvious barriers occur during the actual sending and receiving of messages. These barriers are usually due to faulty sending or receiving mechanisms in either communicator. Disturbances such as loud noises can also hinder communication durnng this phase.

However, the less obvious barriers, the ones that occur within the communicators, occur more often. For example, it is possible that someone may receive a symbol and incorrectly decode it. This may be due to his lack of knowledge about the symbol. We've all heard new words which we misunderstood. As often, however, symbols are incorrectly decoded because they are sent in combination with other symbols and the combined meaning of those symbols is not clear. Such as a small child receiving the symbols -- a smile, a hug, and the words 'You're just terrible' at the same time. Choosing symbols and their combination with other symbols in terms of the receiver would help to overcome much of these types of barriers.

The same types of barriers occur during the phases of ideation and encoding. Some we can account for due to ignorance of symbols and their meaning on the part of sender or receiver. Others are due to our usual carelessness when sending messages. We assume the other will understand with no difficulty. But we can account for even more by considering the effect of each person's frame of reference on the process of communication.

Our frame of reference is 'all that we are'. It includes our past experiences, our attitudes, and everything else that makes us a unique individual. At the very center of our frame of reference is our self-concept, which is the most significant force in all our behavior. At each step of the process of communication our frame of reference screens and, in doing so, changes messages. We have probably all at one time heard 'what we wanted to hear' rather than what was actually said.

It is probably not possible, even if it were desirable, to avoid all communication barriers, especially those that occur within people. But being aware of their existence is an excellent begenning. It's a big step to realize that just because you said it and meant it a certain way, it won't necessarily be interpreted that way.

Finally, it is important to consider communication context, another important variable in the process of communication. Communication context is the entire background in which communication takes place. This includes an occasion, a place, a setting, a situation, and a time in which communication occurs.

You have all used the implications of context many times in your interactions with others. You learned quite early when was the best time and place to ask your parents a favor. If you want to have a serious discussion with someone, you know that some times, places, etc. seem to make it easier to talk. Physicians, businessness, and gradually educators are realizing that physical surroundings and timing make a tremendous difference in interaction with people.

In summary, to understand better what happens when people interact through the use of symbols and to improve that interaction, we must understand the basic elements and processes involved. To further be able to analyze or plan for a specific communication act, we mustbe able to describe and explain the context in which it occurs; and to be sensitive to the elemnts of that context which may be influencing the course and outcome of that interaction.